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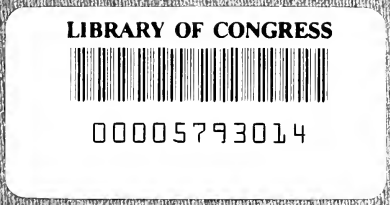

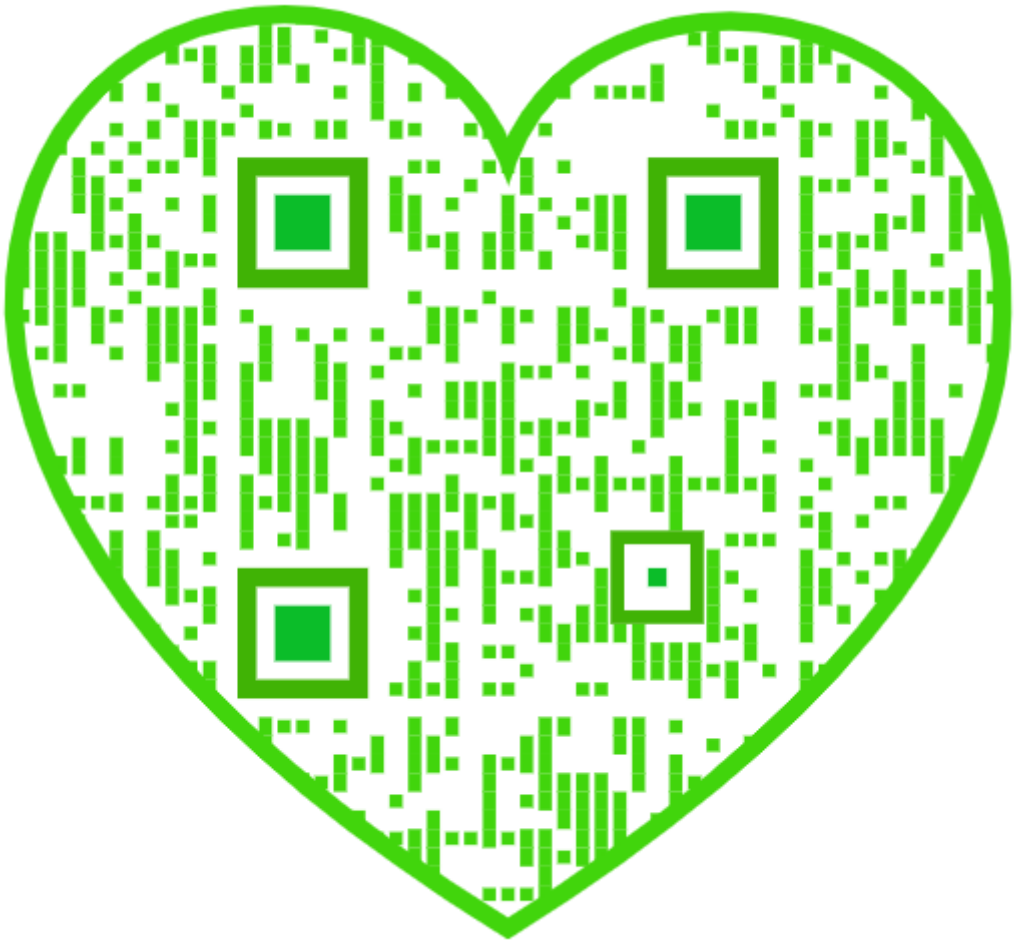

Examination Book

IN

American History and Civics

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PREFACE.

The following set of questions and answers in United States History and Civics has been compiled from the New York Regents' examinations given during the past fourteen years. These questions and answers were originally printed in AMERICAN EDUCATION and were found exceedingly helpful to teachers. In response to a general demand they have been carefully rearranged and edited and are now presented to the public in booklet form. The dates and statements of facts given have been verified and they are believed to be practically free from error. The chronological order has been in the main followed. Some of the questions that call for a comparison of facts and events do not follow the order of time. As the questions have been taken from many different examinations, it has been found impossible to avoid a repetition of ideas, but no two questions of exactly the same import are given.

All teachers of Elementary United States History will find this booklet an invaluable aid for rapid review work and for acquainting their pupils with the kind of questions and answers that are used in these and similar examinations. This book is intended simply for supplementary work and review purposes and does not aim in

any way to take the place of the well written text-books and outlines that are recognized as the necessary equipment for successful individual and class work. While the booklet does not aim at completeness, it is hoped that it will prove suggestive and helpful to teachers and pupils alike. Criticisms and suggestions in regard to future editions are invited.

THE EDITORS.

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IMPORTANT DATES.

Note—The more important dates are printed in bold-faced type. With each date the student should associate as many events as possible.

1000. Lief Ericson discovers Vinland (New England).

1492. Oct. 12. **Columbus discovers the New World.**

1497. The Cabots discover the continent of North America.

1507. New World named after Americus Vespucius.

1513. Ponce de Leon discovers Florida and Balboa the Pacific Ocean.

1519-1521. Cortez conquers Mexico. Magellan sails round the world.

1524. Verrazano and Gomez explore the Atlantic coast.

1534. Cartier sails to the Gulf of St. Lawrence.

1541. DeSoto discovers the Mississippi River.

1588. Defeat of the Spanish Armada (Beginnings of English Colonization).

1604. Acadia settled by the French.

1607. May 13. **Founding of Jamestown, Virginia.**

1608. Founding of Quebec by Champlain.

1609. Hudson discovers the Hudson River.

1619. First Assembly meets at Jamestown. Slaves first sold in Virginia.

1620. The Pilgrims landed at Plymouth. First permanent English Colony of the north.

1623. Settlements at New Amsterdam. First settlements in New Hampshire.

1630. The great immigration to Massachusetts. The founding of Boston.

1634. Maryland first settled by Calvert.

1636. Connecticut settled by emigrants from Massachusetts.
1637. War with Pequot Indians. First negro slaves in New England.
1638. Swedes first settle in Delaware.
1643. May 30. **New England Confederation formed.**
1649. Toleration Act in Maryland.
1656. Quakers expelled from Massachusetts.
1664. Sept. 8. The English take New Amsterdam.
1676. Bacon's Rebellion and King Philip's War.
1682. Penn founds Philadelphia and makes treaty with the Indians.
1686. Edmund Andros made governor of all New England.
1689. Rebellion against Andros. His fall and arrest.
1692. Salem witchcraft delusion.
1701. Pennsylvania Charter of Privileges.
1713. The Treaty of Utrecht.
1733. Georgia settled by Oglethorpe.
1754. Colonial Congress at Albany. Franklin's plan of union.
1756. French and Indian War formally begun.
1759. Wolfe captures Quebec.
1763. Treaty of Paris and Proclamation of King George III.
1765. Stamp Act. Colonial Congress in New York.
1770. Boston Massacre.
1773. Destruction of tea in Boston Harbor.
1774. Massachusetts Government Act and First Continental Congress.
1775. April 19. **The first battles of Revolutionary War,** Concord and Lexington.
1776. July 4. **Declaration of Independence.**
1777. Flag of stars and stripes adopted by Congress.
1778. French-American Alliance.
1779. Sept. 23. Naval victory of John Paul Jones.
1780. May 12. Charleston taken by British.
1781. Adoption of the Articles of Confederation. Surrender of Cornwallis at Yorktown.
1783. Sept. 3. **Final Treaty of peace signed.**
1786. Shays' rebellion in Massachusetts.

1787. The Constitution adopted and the Northwest Ordinance passed.
1788. Rufus Putnam plants first settlement in Ohio.
1789. March 4. **New government goes into operation.**
1790. First census. Population, 3,929,214.
1791. Vermont admitted to the Union. St. Clair defeated by the Indians.
1793. Jefferson founds Republican (Democratic Party).
1795. Jay's Treaty ratified. (Foreign Relations and Party Organization.)
1798-1799. Kentucky and Virginia resolutions passed.
1800. Overthrow of the Federal party. Capital removed to Washington, D. C.
1801-1805. War with the Barbary States, North Africa.
1803. **Purchase of Louisiana.**
1804. Burr kills Hamilton in a duel.
1807. Fulton makes first successful trip with steamboat.
1808. Prohibition of the foreign slave trade.
1812-15. War declared against England. (Neutral Commerce and Impressment.)
1820. The Missouri Compromise.
1823. The Monroe Doctrine.
1825. Opening of Erie Canal.
1828. Building of the first passenger railway in America begun at Baltimore.
1832. Nov. 19. **Nullification by South Carolina.** Jackson vetoes National Bank Act. Black Hawk War.
1837. Patent of the telegraph by Morse.
1841. Howe invents sewing machine.
1845. Annexation of Texas.
1846-48. Mexican War.
1850. Compromise on Slavery.
1854. Kansas-Nebraska bill enacted.
1857. March 6. Dred Scott decision.
1858. First Atlantic cable laid.
1859. John Brown's raid on Harper's Ferry.
1861-65. The Civil War.

1861. April 14. Fall of Fort Sumter.
1862. April 16. Slavery abolished in District of Columbia.
1863. Jan. 1. Lincoln issues Emancipation Proclamation.
1865. April 9. Surrender of Lee at Appomattox.
1865. Dec. 18. Thirteenth Amendment ratified.
1867. Purchase of Alaska. Also Reconstruction Act.
1869. Pacific Railroad completed.
1878. Electric light perfected.
1883. Letter postage reduced to two cents.
1883. Civil Service Reform.
1893. Chicago Exposition.
1898. Spanish War.
1903. Canal Treaty with Panama signed by Secretary Hay.
1904. Panama treaty ratified by the United States Senate.
Louisiana Purchase Exposition at St. Louis.

DISCOVERY AND EXPLORATION (1492-1607).

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1. Tell the story of Leif the Lucky.

Ans. Leif the Lucky sailed from Greenland in 1000 and landed somewhere on the coast of North America, either in Labrador or farther south. He and his crew spent the winter in the new country which they called Vinland from the grapes found there.

2. In what way did the mariner's compass aid Columbus? How did men tell directions before the discovery of the mariner's compass?

Ans. The mariner's compass enabled Columbus to sail into unknown waters without fear of losing his direction. By observing the stars.

3. What idea did Columbus have of the shape of the earth? What was the purpose of his first voyage and what was accomplished by that voyage?

Ans. Columbus believed that the earth was round. He sailed westward for the purpose of finding a short route to India and discovered several islands of the West Indies.

4. Relate two events in the life of Columbus that show his perseverance.

Ans. (a) Columbus showed his perseverance before he started on his voyage to find the Indies by going from place to place to secure aid to make the voyage. He would not give up and was finally successful. (b) Columbus showed his perseverance while on his first voyage by standing firm when his men repeatedly wished to turn back. He went on and finally reached the coast of America.

5. Give two reasons why Columbus wished to find a new route to India. Show why the discoveries of Columbus at first disappointed the Spaniards.

Ans. Columbus thought that by sailing west he would reach India. He wanted to find a new route and to convert the inhabitants. The Spaniards whom Columbus brought over, expected to find gold, silver and riches. They were disappointed when they did not find riches, but found instead labor, sickness and death.

6. Describe one of the ships of Columbus.

Ans. The Santa Maria, Columbus' flagship, was about sixty-three feet in length and twenty in width. She was decked with high bow and stern. The other ships were even smaller.

7. What European powers were most desirous of finding a new trade route to the East in the time of Columbus? Why did they hesitate to adopt the plan proposed by Columbus?

Ans. Portugal, Spain, Genoa, Venice. Some did not believe in the sphericity of the earth; others thought the long westward voyage over strange seas impracticable.

8. Describe two trade routes between Europe and Asia in the 15th century and show why other routes were sought.

Ans. One was by way of the Mediterranean and the Red Sea. The other was by way of the Mediterranean Sea, the Strait of Bosphorus and the Black Sea. In the 15th century the Turks had seized the Strait of Bosphorus and would not let the ships of Genoa pass through. As the people of Genoa made use of the last mentioned route, they tried to find another way to Africa. The king of Portugal also tried to find another route that he might go all the way by water to Asia.

9. What explorations were made in the New World before the year 1500 and by whom?

Ans. Northeast coast possibly as far south as Rhode Island—Norsemen, Leif Ericson; Bahamas and West Indies—Columbus; Cape Breton island, eastern coast of North America—John and Sebastian

Cabot; northeastern coast of South America—Americus Vespucius.

10. Mention two discoveries made in the New World previous to 1500 and give an account of one of them.

Ans. The discovery of the West Indies by Columbus and of the mainland of North America by John Cabot.

John Cabot was a fellow countryman of Columbus, who entered the employ of the English government. He sailed from England in 1497 and landed in the vicinity of Cape Breton. He was the first European to look on the mainland of North America. Later, England based her claims to North America on the discovery of the Cabots.

11. Draw a map of the eastern coast line of North America and on it indicate with approximate date of discovery a portion claimed by (a) Spain, (b) France, (c) England, (d) Holland.

Ans. (a) Florida was discovered by Ponce de Leon on Easter Sunday, 1513. (b) In 1535 Cartier ascended the St. Lawrence River as far as the present site of Montreal. The basin of the St. Lawrence later formed a portion of New France. (c) The English claimed the coast from New Foundland to Florida, basing their title on the voyages of the Cabots in 1497 and 1498. (d) In 1609 Henry Hudson, while in the employ of Holland, entered Delaware Bay and the Harbor of New York and later ascended the river that bears his name. On this discovery Holland based its claim to the region extending from the Delaware River to Cape Cod. (See text-books for map.)

12. How were claims to territory in the New World established by European governments? Why were charters for colonial settlements deemed necessary?

Ans. By discovery and actual possession. Charters were necessary in order to define the rights of each colony with respect to the other colonies and also to insure them the protection of the home government.

13. Name (a) the nation that made permanent settlements in America during the 16th century, (b) two other nations that made permanent settlements during the 17th century, (c) give an account of one settlement made in the 17th century.

Ans. (a) Spain, (b) English, French, Netherlands, (c) In 1609 Henry Hudson who was in the employ of the Dutch East India Company discovered and sailed up the river that bears his name. Hudson's voyage gave the Dutch a claim to the surrounding country and they soon sent out vessels to trade with the Indians. By 1614 they had made a settlement on Manhattan Island.

14. State what people explored and colonized the following sections of North America: The St. Lawrence valley, the Hudson valley, the Atlantic coast and the territory bordering the Gulf of Mexico.

Ans. French, Dutch, English, and Spanish respectively.

15. Name five early explorers and mention a region visited by each of them.

Ans. Cartier visited the lower St. Lawrence; Cabot, Labrador; Ponce de Leon, Florida; DeSoto, the Mississippi region; Hudson, New York Bay and the Hudson.

16. Give a brief account of a noted exploration of (a) Ponce de Leon, (b) Cartier.

Ans. (a) Ponce de Leon was an old Spanish explorer who lived for a time in the West Indies. Hearing that gold and the magic fountain of youth could be found further north, he set out to find them. He failed to find either of them, but he discovered a land bright with flowers on Easter Sunday, 1513, and he named the country Florida. He explored the country and on his return was shot by a faithless Indian. (b) In 1535 Cartier, a French navigator, sailed from France and landed near a great river which he called St Lawrence. Sailing up the river he landed at an Indian village behind which was a mountain. He obtained such a fine view from this

mountain that he named it Mount Royal or Montreal. Later he made a settlement here which still retains the name of Montreal.

17. Write biographic notes on five of the following: Champlain, Coronado, Cortez, Sir Francis Drake, La Salle, Magellan, Verrazano.

Ans. Champlain was a Frenchman who lived in France. He came to America on an exploring and colonizing expedition. He sailed to Port Royal and up the St. Lawrence River to Quebec, where he planted a colony. Not long after the Algonquin Indians made a treaty with him in which he promised to help them against the Iroquois. In this war he discovered Lake Champlain, and made the Iroquois deadly enemies of France.

Cortez was a Spaniard, roving and heartless. He was born and lived in Spain. He came on one of the expeditions to Cuba, and after a hard struggle, got together an expedition to sail to the mainland. After sailing for several days, he reached Mexico, and captured and put to horrible torture Montezuma and his Indian tribes. He secured a large amount of gold, then set sail and went to Spain.

Sir Francis Drake was an English knight who lived in the northern part of England and was one of Queen Elizabeth's favorites. He was a buccaneer and pirate, capturing Spanish vessels sailing in the waters of the New World. He followed Magellan's plan, sailing around the world, and named a bay in California, Drake's Bay. He then sailed home and was put in command of a small fleet with which other fleets joined and later they attacked the Spanish Armada on the coast of England.

La Salle was a French missionary who came over here to convert the Indians and explore the country. He sailed from France to the St. Lawrence River, through the Great Lakes and traveled overland to the source of the Mississippi River. He sailed down to its mouth, enduring all the hardships with his men. It is believed that he was murdered by them.

Magellan was a Spaniard who was the first to circumnavigate the globe. He lived in Spain and crossed the Atlantic Ocean on an expedition. He landed at Cuba and got water and supplies and sailed down the coast of South America, through the strait that bears his name and on the Pacific Ocean

to China. He died there and his crew continued the voyage.

18. Give in chronologic order a summary statement of four important French explorations of the New World. Mention the approximate date of each.

Ans. Verrazano sailed to America (1524), coasted along the shores of Carolina and New Jersey, and entered the harbors of New York and Newport.

Cartier ascended the St. Lawrence River in 1535 to the present site of Montreal.

Marquette floated down the Wisconsin to the Mississippi in 1673 in a birch canoe and thence to the mouth of the Arkansas.

La Salle discovered the mouth of the Mississippi in 1682, having made his way down the river to the Gulf of Mexico.

19. What part of America was explored by (a) Cabot, (b) Hudson, (c) Marquette, (d) Lewis and Clarke? Give the approximate date of the exploration of each.

Ans. (a) The Atlantic coast from Nova Scotia to Cape Hatteras, 1498, (b) Delaware Bay, New York Bay and Hudson River, 1609, (c) Green Bay westward overland to the Wisconsin, down the Wisconsin and the Mississippi to the mouth of the Arkansas, 1673, (d) The Missouri from its mouth to its source in the mountains, across the mountains to Clear Water River, down this river to the Columbia, and down the Columbia to the Pacific, 1804-5.

20. Give the name of a discoverer or an explorer of each of the following and state what people sent out each man: Mississippi River, Virginia, Florida, Oregon, Hudson River.

Ans. Marquette and Joilet, Robert de la Salle; French. Captain John Smith; English. Juan Ponce de Leon; Spanish. Captains Robt. Gray, Meriwether Lewis and William Clark; United States. Henry Hudson; Dutch.

21. Describe by drawing or otherwise, Toscanelli's map or Behaim's globe.

Ans. Toscanelli's map represented the Asiatic continent as extending eastward to where we know Lower California to be located and Cipango (Japan) as located where we know the Gulf of Mexico to be.

22. (a) What name did the Dutch apply to their territory in North America? (b) On whose discovery did they base their claim to this territory?

Ans. (a) New Netherland, (b) Henry Hudson's.

23. (a) What Englishman first sailed along the coast of California? (b) To what countries has California since belonged? (c) When was it admitted into the Union?

Ans. (a) Drake, (b) Spain, Mexico and United States, (c) 1850.

24. In what parts of America and in the interests of what nation did each of the following voyagers pursue his explorations: Cabot, DeSoto, Cartier?

Ans. Cabot explored the Atlantic coast of North America from Laborador or Cape Breton to Albemarle Sound, possibly further south; in the interest of England. DeSoto's expedition started at Florida, passed through the Gulf States, crossed the Mississippi into Arkansas, and passed thence to the Gulf of Mexico in the interest of Spain. Cartier explored the St. Lawrence to Montreal, in the interest of France.

25. Who was the most noted Frenchman in America during the early part of the seventeenth century? Name two of his achievements in the New World.

Ans. Champlain—founded Quebec and discovered Lake Champlain.

26. Draw an outline map of North America and indicate on your map the region explored and claimed (a) by Spain, (b) by England, (c) by France, (d) by Holland.

Ans. See text-book for map. Region explored and claimed (a) by Spain, Florida and the country bordering on the Gulf of Mexico and the Mississippi, (b) by England, the land along the Atlantic coast, (c) by France, the land bordering on the St. Lawrence and the Great Lakes, (d) by Holland, the land along the Hudson.

27. What special act of discovery or conquest was achieved by each of the following: Pizarro, Menendez, Cortez, and Balboa? Answer three only.

Ans. Pizarro conquered Peru. Menendez founded St. Augustine, Florida, 1565. Cortez conquered Mexico (1519-21). Balboa discovered the Pacific Ocean, 1513.

28. Compare the rank of England in wealth and power among the nations of Europe at the time of Columbus with its rank at the present time.

Ans. At the time of Columbus, England's rank in wealth and power was much inferior to that of the present time. Spain, France and Holland were in advance of her, while England now outranks these countries in both wealth and power. She has vast colonial possessions, a stable, enlightened government, and the largest navy in the world.

29. Name a discoverer who found or explored some part of (a) the coast of South America, (b) the northern Atlantic coast, (c) the Gulf coast.

Ans. (a) Columbus, Vespucius; (b) John and Sebastian Cabot, Hudson; (c) Narvaez, DeSoto. (Other correct answers may be given.)

30. What nation in its early settlements in America pursued most notably the policy of the conquest and subjugation of the inhabitants? State facts in support of the answer.

Ans. The Spanish. They conquered Peru and Mexico and slaughtered the inhabitants.

31. By whom, in what year, and for what country was each of the following discovered: Newfound-

land, Florida, Pacific Ocean, St. Lawrence River, Hudson River?

Ans. Newfoundland, Sir Humphrey Gilbert, 1583, England; Florida, 1512, Ponce de Leon, Spain; Pacific Ocean, 1513; Balboa, Spain; St. Lawrence River, 1535; Cartier, France; Hudson, 1609, Henry Hudson, Holland.

32. Give an account of the adventures of Sir Francis Drake on the Pacific coast of America. By what route did Drake return to England?

Ans. Sir Francis Drake, English explorer, sailed through the strait of Magellan, along the Pacific to the southern part of Oregon, visited California, and sailing westward, returned home by way of the Cape of Good Hope. He was the first Englishman to circumnavigate the globe.

33. Describe one of the following: (a) the first voyage of Columbus to America, (b) DeSoto's expedition.

Ans. DeSoto started from Spain with six hundred men, a drove of cattle and bloodhounds to hunt down the Indians. After many days, he landed at Tampa Bay. He marched through Florida, capturing and torturing the Indians, and then through Alabama, Mississippi, and came out on the Mississippi River. He sailed down the Mississippi River to where the Red River flows into the Mississippi. Here he died and in the dead of the night, his followers buried him in the Mississippi River. His soldiers, tired of wandering, started for home, but only a few of that large band reached the settlement in Mexico.

34. Give a brief account of the Cabots and of their exploration. What claim was founded on these explorations?

Ans. In 1497-98 John and Sebastian Cabot, sailing land's claim was founded on these explorations. United States from Laborador to Cape Cod. Engunder the flag of England, explored the coast of the

35. Sketch the circumstances that led to the first permanent European settlement on what is now United States territory. What was the extent of European colonization in North America at the end of the 16th century?

Ans. The French made two attempts to occupy the South Atlantic coast. The King of Spain, hearing of this, sent an expedition under Menendez, who destroyed the French settlement on the St. John's River, Florida, and founded St. Augustine, 1565, the first permanent Spanish settlement. The two settlements of St. Augustine, 1565, and Sante Fe, founded in 1582, were the extent of European settlements at the end of the 16th century.

36. Show how each of the following was identified with the exploration or settlement of the New World: Cartier, De Soto, Ribault, Frobisher, Espejo, Gosnold, Champlain, Hudson.

Ans. Cartier discovered and explored the St. Lawrence as far as Montreal. DeSoto explored the Southern States and discovered the Mississippi in 1541. Ribault made an attempt to plant a French colony in South Carolina, but it was a failure. Frobisher, in trying to discover a northwest passage to India, discovered Frobisher's Bay. Espejo founded Santa Fe. Gosnold discovered Cape Cod and sailed along the northeast coast to Buzzard's Bay. Champlain discovered the lake which bears his name, and made a settlement at Quebec. Hudson discovered the Hudson River and Hudson Bay.

37. What two countries made early settlements on the belt lying between the lands granted to the London Company and those granted to the Plymouth Company? Outline the history of the two settlements.

Ans. Holland and Sweden. The Dutch West India Company sent settlers to the Delaware, who built Fort Nassau, in New Jersey. The Swedes settled Wilmington, Delaware.

38. "Fortune had smiled especially upon the Spanish, the French, and the English. Vast possessions

and untold opportunities came to them in this greatest expansion in recorded history. . . . At first sight Spain would seem to be the power destined to survive. She first among the nations planted her flag in the western land and she extended its sway with marvelous rapidity for three quarters of a century."

Using the above quotation as an introduction, finish the paragraph by a statement of facts showing why Spanish dominion did not extend in America.

Ans. The Spaniards cared nothing for America, but only for what they could get out of it to enrich themselves and Spain. They made few permanent settlements, but made conquests and roved about in search of gold. They made slaves of the Indians and incurred their lasting enmity. They were also too weak to resist the claims of the English and French, since contemporary wars in Europe had reduced Spain, meanwhile, to a secondary power.

39. What discovery resulted (a) from Ponce de Leon's search for the fabled fountain of immortal youth; (b) from De Soto's expedition?

Ans. (a) Florida, (b) the Mississippi River.

40. What had the Spaniards accomplished by way of exploration and settlement within the present limits of the United States at the close of the sixteenth century?

Ans. Ponce de Leon had discovered Florida. Narvaez and DeSoto had made expeditions through the southern states— Florida, Georgia, Alabama, Mississippi, Arkansas and Louisiana. The coast of California had been explored. Missions had been established in New Mexico and Arizona, and permanent settlements at St. Augustine, Fla., and Santa Fe, N. M.

41. What colony was settled by the Swedes? Tell how Sweden came to lose possession of this colony.

Ans. Delaware. The Dutch claimed that the settlement was within the boundaries of New Nether-

land and Governor Stuyvesant led an expedition against the Swedes and conquered them.

42. By whom was Florida discovered? Mention two Spaniards who afterwards attempted its conquest.

Ans. Ponce de Leon. Narvaez, DeSoto.

43. What European countries participated in the exploration and settlement of North America? Name a prominent explorer for each of these countries.

Ans. Spain, England, France, Holland. DeSoto, Cabot, Cartier, Hudson, respectively.

44. How long a time intervened between the discovery of the New World and the founding within the present limits of the United States of the (a) first permanent Spanish settlement; (b) first permanent English settlement?

Ans. (a) Seventy-three years. (b) One hundred and fifteen years.

45. Give an account of the efforts of the French to found a colony in Florida.

Ans. Jean Ribault, a Huguenot seaman, entered the St. John's River, Florida, in 1562. As he found the natives friendly, the climate fine, and prospects for gold good, he planted a colony. Needing recruits and supplies, Ribault returned to France, leaving volunteers to hold the country in the name of the king. While Ribault was absent, the colony was completely wiped out. Two years later (1564) another French fleet, commanded by Laundonniere appeared on the coast. Finding Ribault's colonists gone, he founded a new settlement on the southern bank of the St. John's River, and named it Fort Caroline. Starvation, trouble with the natives, and mutiny followed. Some of the mutineers started to plunder the Spanish settlements, and they gave the Spaniards their first knowledge that a French settlement was near. This alarming news spread to Spain. An expedition under Pedro Menendez was sent out to destroy the French settlements. Ribault,

sailing out to meet the enemy, was caught on a sandbar. Menendez, seizing this opportunity, marched to the fort, and massacred men, women and children. On his return, he intercepted the shipwrecked crews and all of them, save a few who fled to the woods, were also slain.

France was too subservient to Spain at this time to call her to account But de Gourges privately fitted up an expedition, set sail for Florida, surprised and massacred the garrisons of three Spanish forts, and then returned to France. This ended the attempts of France to colonize Florida.

46. Give an account of the explorations in New York State by Champlain.

Ans. Champlain was a French explorer who discovered the lake that bears his name. He went on a number of exploring expeditions and discovered several rivers in northeastern New York. On one of these expeditions he joined the Hurons in their war with the Iroquois. For this reason the Iroquois often helped the English against the French.

47. (a) Who discovered the Pacific Ocean? (b) Who was the first man to cross it? (c) Who was the first Englishman to cross it?

Ans. (a) Balboa, (b) Magellan, (c) Drake.

48. Describe the routes by which goods were brought from Asia to Europe before Vasco Da Gama made the voyage to India around Cape of Good Hope.

Ans. Goods were conveyed from Asia to Europe by two routes: the Venetian and the Genoese. The Venetian was by way of the Red Sea and Cairo from the southern Asiatic countries. It was largely a water route. The Genoese was by way of the Bosphorus and the Black Sea ports. Here the ships loaded the goods brought overland by caravans from the valleys of the Tigris and the Euphrates rivers.

49. Locate two French settlements in America made during the early part of the seventeenth century.

Ans. 1605, Port Royal, Nova Scotia; 1608, Quebec, Canada.

50. How did the discoveries of Vespucius and Magellan effect the geographical ideas of the time?

Ans. By the expeditions of Americus Vespucius, a new world became known. The maps of the old world had to be corrected and enlarged to conform with the results of the discoveries of Vespucius and his contemporary explorers. Magellan made the first voyage around the globe and thus proved that the world was round, rather than flat.

51. Give a brief account of the North American Indians, noting the following points: (a) why they were called Indians, (b) their personal appearance, (c) their leading traits of character, (d) their occupations.

Ans. The early explorers believed that they had reached India and therefore called the natives Indians. The Indians have copper-colored skin, high cheek bones and straight black hair. They were cruel, brave, patient, able to endure cold and hunger, acute of sight and hearing. They fished, hunted and engaged in war.

52. Name five articles that the Indians manufactured. Describe one of them or illustrate it by a drawing. What were the chief articles of trade between the Indians and the white men?

Ans. Bows, flint arrowheads, canoes, moccasins and snowshoes. The canoes were made of birch bark, sewed with rawhide and made watertight with pitch. The Indians traded furs for guns, beads and bright cloth.

53. What was the Indian mode of warfare? Explain why many times the Indians were able to defeat the disciplined troops.

Ans. The Indians fought by skulking behind trees and lying in ambush. Their acuteness of sight and hearing enabled them to detect the presence of an enemy and by scattering through the forests they

were able to gain an advantage over the massed troops of the English.

54. Describe the character of the North American Indians as it appeared in (a) peace, (b) war.

Ans. (a) In time of peace the North American Indian hunted, fished and smoked. He never lied to members of his own tribe, and would stand by a friend. He always returned good for good and evil for evil, with interest. (b) In time of war the Indian was treacherous to the enemy, brave, energetic and accustomed to long endurance.

55. Define or explain with reference to Indian life, five of the following: (a) wigwam, (b) scalp-lock, (c) wampum, (d) totem, (e) moccasin, (f) death song, (g) running the gauntlet.

Ans. (a) A wigwam was the cabin or hut in which the Indians lived. It was made of poles covered by skins and bark. Sometimes it served for a single family and sometimes it was larger and was occupied by several families. (b) A scalp-lock was a lock of hair left on the top of the Indian's head; the rest of his hair was cut off. In battle the Indian would grab the scalp-lock of his enemy and thus more readily secure his scalp. (c) Wampum was made of beads or shells and was used for ornament and as money. All records of treaties, etc., were kept by belts and other objects made of wampum. (d) The totem was generally a picture of some animal from which the Indians believed he had descended. It was used on grave-stones, and as a seal on deeds, very much as the United States seal is used. (e) A moccasin was a soft shoe that the Indian made of skin and it was the best sort of shoe for a hunter's foot.

56. Give the location in New York of the Iroquois or Six Nations; show how these Indians were of assistance to the growth and development of the English colonies.

Ans. Central and Western New York; the Iroquois Indians were friendly to the English and Dutch, trading with, and selling land to them. They hated the French, and served as a barrier to keep

them out of New Netherlands (N. Y.) At the great conference at Albany in 1754, some famous Iroquois orators were there to assist in laying plans to defeat the French. In fact, without them, England could not possibly have succeeded.

57. Name the leading tribes of the Iroquois Confederacy and specify two instances when the Iroquois rendered important services to the white settlers. Explain how this was done.

Ans. Senecas, Cayugas, Onondagas, Oneidas, Mohawks.

The Iroquois sent messengers to the Albany Convention to warn the colonists that, unless they took up arms, the French would drive every Englishman out of the country. They aided Sir William Johnson in the capture of Fort Niagara.

58. What was the location, during the colonial period (a), of the Iroquois Indians? (b) State some of the characteristics of these Indians which distinguished them from other tribes.

Ans. (a) The central and western parts of New York State. (b) They were more highly cultured, united and better governed. They were also the fiercest and most warlike tribe on the Atlantic coast.

59. Name three Indian tribes that lived in New England. How were the first settlers of New England received by the Indians?

Ans. Narragansetts, Mohegans, Pequots. The Indians were generally friendly toward them.

60. Give an account of two instances in which early settlers were greatly aided by the Indians.

Ans. In the starving time at Jamestown, Pocahontas saved John Smith, and came every day with corn and fish to help the colonists along. In the hard times of the Plymouth colony, Samoset came and showed them how to fish and plant corn, and occasionally brought a deer to the colonists. Massasoit also stopped a plan to kill all of the colonists by telling them of it.

61. Describe by a drawing or otherwise the "long house" of the Iroquois.

Ans. The "long house" of the Iroquois had rudely framed sides and the roof covered with layers of elm bark. It was usually fifteen to twenty feet wide by one hundred feet long with a door at each end. Along each side were about a dozen stalls, in each of which lived a family. At regular intervals down the middle were five pits where the food was cooked. The smoke escaped through the holes in the roof.

62. Give a brief account of the Conspiracy of Pontiac.

Ans. As a result of the French and Indian War, the territory west of the Alleghany Mountains was transferred to English rule. This left the Algonquin Indians unprotected and many of these tribes united under Pontiac in one of the greatest Indian uprisings in history. Attacks were made almost simultaneously on all the western forts and settlements from the Virginian frontier to the great lakes. Some of the besieged garrisons were well nigh annihilated. The war continued at intervals for three years when the Indians yielded and agreed to a treaty of peace. Pontiac went westward and finally perished at the hand of one of his own race.

63. How did William Penn treat the Indians and with what results?

Ans. William Penn soon after founding Philadelphia made a treaty with the Indians. In the treaty which was merely a verbal agreement, it was stated that Penn and his followers would always treat the Indians with justice and consideration and regard them as brothers. The Indians showed their appreciation of Penn's fair treatment by saying they would live in love with William Penn and his children as long as the sun and moon give light. This treaty of Penn with the Indians was forever kept inviolate.

64. Show why differences in the manner of living made conflicts between the English settlers in America and the Indians almost inevitable.

Ans. The Indians obtained their sustenance mainly by hunting and fishing. These circumstances required that large tracts of land should be left in a wild state and be thinly settled. The English settlers cleared land and cultivated it. As the settlers increased in number they cleared more land and gradually encroached on the hunting and fishing grounds of the Indians.

65. Name a colony that was not molested by Indian wars and give a reason for its freedom from such wars. Mention two Indian wars that occurred in the New England colonies.

Ans. New Jersey. Its geographical position, and the friendly disposition of its inhabitants toward the Indians. Pequot War and King Philip's War.

SETTLEMENT AND DEVELOPMENT, 1607-1775.

66. What conditions in Europe aided and what retarded American colonization? Illustrate by references to French, Spanish and English settlements.

Ans. Religious dissensions in France retarded American colonization at first, but later the persecutions of the Huguenots in the 17th century caused great numbers to settle in South Carolina.

Spain's contentions with England and the Netherlands during the latter part of the 16th century caused a great drain on her strength and she became unable to defend her colonies against the English.

The crowded industrial conditions during the reign of Elizabeth and the religious persecutions of the reign of James I, stimulated colonization in America, while the establishment of the commonwealth retarded colonization.

67. Show in what ways England and Holland, in the colonial period, were more progressive in ideas and institutions than France and Spain.

Ans. England and Holland sent out colonies which formed permanent settlements and governments; France and Spain sent out traders and explorers who did little to settle or improve the country. Schools were established by England and Holland.

68. Mention three European nations that made settlements in North America and give the location of the first permanent settlement made by each.

Ans. France, Spain and England made settlements in America. Quebec, in the southern part of Canada, on the St. Lawrence, by the French. St. Augustine, in the northern part of Florida, by the Spanish. Jamestown, Virginia, by the English.

69. Why were the first settlements in this country made near the coast and along the river valleys?

Ans. They naturally settled in the first place reached and explored. Also communication by water was much easier and safer in early times than by land.

70. Mention three difficulties that the early settlers had to overcome.

Ans. Difficulties of transportation, of protection from hostile natives, of clearing the land for cultivation.

71. Explain how a trading company established in England became the self-governing colony of Massachusetts Bay.

Ans. In 1629 Charles I granted a charter to the Massachusetts Bay Company, a trading company which had the previous year purchased the land in Massachusetts by the Council of Plymouth. This charter gave the new company jurisdiction over their purchase and empowered it to make laws, provided they should not be contrary to those of England, and to carry on trade. It was practically a charter of a trading company which was expected to retain the government of the colony in England, but John Winthrop, being elected governor of the company, quietly took the charter as he led a great number of colonists with him to America. Many Puritans followed, and a republic was practically established.

72. Mention two unsuccessful attempts of the English to make settlements in North America before 1607, and give an account of one of them.

Ans. Two unsuccessful attempts were made by Sir Walter Raleigh to plant English colonies in North America. The first attempt was made in 1585, when one hundred colonists landed on Roanoke Island. They were improvident, spending their time searching for gold and silver. Drake, happening to stop there, found them nearly starved, and taking pity on them, carried them back to England.

73. Compare Spanish and English colonization in America as to (a) locality, (b) objects, (c) treatment of natives, (d) effect on mother country.

Ans. (a) The English settlements were along the Atlantic coast from Maine to Georgia; the Spanish settlements were in Florida, Mexico, West Indies and South America. (b) The English sought homes and refuge from political and religious persecution; the Spanish sought gold. (c) The English generally treated the natives much better than the Spaniards who treated them as slaves. (d) The immediate effect on England was to take out of the country the restless and adventurous class; the remote effect was to increase her commerce. The immediate effect on Spain was to bring her great wealth; the remote effect was political corruption and weakness.

74. (a) Name three Englishmen each of whom received a royal grant of territory and founded a colony in America; (b) State the motive for the founding of each of these colonies.

Ans. Lord Baltimore, George Calvert, a place of refuge for persecuted Catholics. William Penn; a home for Quakers. James Oglethorpe; a colony for insolvent debtors who were imprisoned in England.

75. The history of Massachusetts begins in an obscure Lincolnshire village, among a company of plain farmers and simple rustics, who had separated from the church of England, and paid for their temerity by bitter and unceasing persecution.

Explain this statement by tracing the history of these Separatists till they made a settlement in what is now Massachusetts.

Ans. One band of the Separatists fled to Holland in 1608 and went later to Leyden where they remained eleven years. Anxious that their children should be English and not Dutch, they planned to establish a colony in America. In return for a large proportion of the profits of the colony to be founded, the London company provided supplies and vessels for the voyage. They left Leyden in the "Speedwell," to make a home in an unknown land. This vessel was exchanged for the "Mayflower" at Southampton where they were joined by friends of the same belief. After a stormy voyage they landed at Plymouth, December 21, 1620.

76. Who were the Puritans? Why did they come to America? What colony did they establish?

Ans. Englishmen who wished to purify the Church of England. For freedom of worship. Massachusetts Bay.

77. Give an account of the first settlement of the Pilgrims in America, touching on location, date and first agreement as to government. Distinguish between Puritans and Separatists. To which class did the Pilgrims belong?

Ans. The Pilgrims sailed from Plymouth, England, 1620, and in November came to anchor in Cape Cod Bay. Gathered in the cabin of the Mayflower, they drew up a compact agreeing to enact just and equal laws. An exploring party, led by Captain Standish, landed at Plymouth, December 21, 1620. Later all came ashore and commenced building their settlement. Puritans were so called because they claimed to be seeking purer church ways, but still retained their connection with the church of England. The Pilgrims were Separatists, a class of Englishmen who believed that any body of Christians might declare itself a church, choose its own officers and be independent of all external influence.

78. Name five New England colonies and state one important fact in connection with the history of each.

Ans. Plymouth—settled by the Pilgrims. Massachusetts Bay—Harvard college established 1636.

Connecticut—Thomas Hooker led colonists from Massachusetts. New Haven—settlers wished no law except that which could be found in the Bible. Rhode Island—Founded by Roger Williams, as a refuge for those oppressed on account of their religion.

79. How was provision made, before the settlement, for the government of the colony at (a) Jamestown, (b) Plymouth?

Ans. (a) The London Company sent out a colony in 1607, under Captain Newport. The charter contained no thought of self-government on the part of the settlers. The king appointed a council to reside in London, and an inferior council to reside in the colony. The Church of England was to be the established church. For five years all the proceeds of their labor was to go into a common fund, of which the king was to have one-fifth. (b) Plymouth colony was founded without consent of king or council. The Pilgrims met in the cabin of the Mayflower and agreed upon the laws which should govern them, and elected John Carver governor.

80. Compare the Jamestown colony with the Massachusetts Bay colony in respect to (a) character of the settlers, (b) reason for settlement, (c) religion.

Ans. The Jamestown colonists were mostly gentlemen or cavaliers of aristocratic families who were not used to hard labor. They came to America to seek their fortune. They thought they could find gold without working. They belonged to the Established Church of England.

The Puritans of Massachusetts Bay colony were poor people who feared God. They came to America to establish a colony and worship God without molestation. They did not like the ceremonies of the Church of England and they desired to purify that religion; hence they were called Puritans.

81. Describe the founding of Connecticut.

Ans. In June, 1636, Thomas Hooker a Puritan pastor of Boston and his entire congregation migrated on foot to the Connecticut valley and settled at Hart-

ford. Other congregations from Massachusetts followed and within a year eight hundred people were in the valley.

82. Describe the settlement of New Netherland, touching on (a) previous explorations, (b) purposes of the early settlers, (c) kind of government established.

Ans. Champlain explored the northern portion of this region. Henry Hudson, while in the employ of the Dutch West India Co., discovered and sailed up the Hudson River in 1609. The company, finding fur trading with the Indians profitable, sent out a colony in 1623. Later, patroons were sent out, who settled along the banks of the Hudson. The purpose of the settlers was fur trading and agriculture. There was a governor and an assembly elected by the people, but the chief power was in the governor.

83. Name the Dutch governors of New Amsterdam.

Ans. Peter Minuit, Wouter Van Twiller, William Kieft and Peter Stuyvesant.

84. State who the people were who made each of the following settlements and give the purpose in making each settlement: Massachusetts, New York, Pennsylvania, Maryland, Georgia.

Ans. English Puritans, refuge from religious persecutions; Dutch, fur trade with the Indians; English Quakers, the purpose was to found a Quaker colony on very liberal political and religious principles; English Catholics, refuge from religious persecutions; English, the purpose was to plant a colony which should serve as a strong military outpost against the Spaniards and the Indians, who threatened the Carolinas. The colony was also intended as a refuge for English debtors.

85. Give an account of the Pilgrims, touching on the following points: (a) who they were, (b) why they went to Holland, (c) why they left Holland, (d) how they came to land at Plymouth harbor, (e) the appearance and the condition of the region where they settled.

Ans. (a) They were those English Puritans who, owing to dissatisfaction with the doctrines and ritual of the English church as arranged in Queen Elizabeth's time, had left the Church of England and were known as Separatists. (b) To escape religious persecution and to secure religious liberty. (c) To preserve their English speech and nationality. (d) They set sail for the coast of New Jersey, but went so far out of their way that they found themselves on the northern shore of Cape Cod. (e) Bleak and unfertile.

86. Give a brief account of Roger Williams in his relation to colonial history.

Ans. Roger Williams, a minister of Massachusetts Bay colony, was to be sent back to England on account of his religious teachings; but he escaped to the wilderness and sought refuge with the Indians. He afterward founded the colony of Rhode Island. During the Pequot War he interceded with the Narragansetts for the whites, and prevented this tribe from joining the hostile Indians.

87. Write a sketch of Roger Williams, showing (a) why he was banished from the Massachusetts Bay colony, (b) his relations with the Indians, (c) the distinguishing feature of the charter obtained by him from the king.

Ans. (a) Roger Williams taught that each person should think for himself in all religious matters, and was consequently ordered to leave Massachusetts Bay colony. An attempt was made to arrest and to send him to England. (b) He fled to the wilderness, where he was befriended by the Indians, who gave him land to found a settlement, which he named Providence. In 1644 Williams obtained a charter for the government from England, which guaranteed "freedom of faith and worship to all."

88. Describe the settlement of one of the following: (a) Pennsylvania, (b) Rhode Island, (c) Georgia.

Ans. Rhode Island was founded by Roger Williams, who was banished by the Puritans and settled at Providence. He was followed by Anne

Hutchinson, who brought some more colonists. He sailed for England and received a charter from the king, which was a very liberal one. It granted the right of religious freedom, and gave him the right to make laws. At the time of the confederation of the New England settlements, he was refused entrance to it, and when a royal governor was sent over to take away the charter it was refused him, and remained a chartered government up to the time of the Revolution.

89. (a) Which colony was the first to pass an act tolerating freedom of Christian worship? (b) What man was the first to resist the religious intolerance of the Puritans?

Ans. (a) Rhode Island. (b) Roger Williams.

90. State by what nation and for what purpose each of the following colonies was settled: Georgia, New York and Louisiana.

Ans. English, as a barrier against the Spaniards in Florida and as a refuge for poor English debtors imprisoned under the severe laws of that time; Dutch, traffic in furs with the Indians. French, possession of the Mississippi valley.

91. Mention two New England colonies that were first settled by people from Massachusetts. Give an account of the settlement of one of these colonies.

Ans. Rhode Island and Connecticut. Rhode Island was settled by Roger Williams. Williams fled from Massachusetts on account of his religious belief. He went to Rhode Island with a few followers and founded the city of Providence.

92. Give an account of the discovery of the Hudson River and the settlement of the colony of New York.

Ans. Henry Hudson, sailing in the employ of a Dutch Company in search of a northeast passage to India, entered New York Bay in 1609 and explored the Hudson River as far as the present site of Albany. As a result of his report that furs could be

obtained from the natives, a company was organized to carry on fur trade and the settlements of Fort Orange and New Amsterdam made. By establishing a colony of fifty persons, men, called patroons, were granted large tracts of land.

93. (a) Where was the settlement of the Swedes in North America? (b) By the people of what nation were they dispossessed of their settlement?

Ans. (a) At Fort Christiana, on the Delaware River. (b) By the Dutch.

94. Describe Raleigh's attempts to settle Virginia and state (a) the immediate results, (b) a remote result.

Ans. The first expedition Raleigh sent out to settle Virginia amounted to nothing. The second one disappeared and no traces were found of them. One of the colonists had returned to England for a short time, but business kept him longer than he expected. The colonists had been told if they went away to put the name of the place where they went on a tree, and if in distress to put a cross over it. The colonist found the name Croatan, but no cross over it when he returned. (a) It gave to England the potato and tobacco plant. (b) The people never forgot Raleigh's attempts and it encouraged them to settle it later.

95. State, with reference to the settlement of Pennsylvania, (a) purpose of its founder, (b) kind of government established, (c) results of the "great treaty."

Ans. Pennsylvania was founded by William Penn, for the Quakers, who were persecuted in England on account of their religion. The government was based on the great code or laws which was a set of just and equal laws, drawn up by the legislative assembly, Penn called this assembly together from among the settlers. It provided, that all persons should be protected in the worship of God, and that no person should be made to attend or support any form of worship against his will, that all freemen should be allowed to vote, and all church members be allowed to hold office, that the death penalty should be used for two crimes only, murder and

treason, and that the prison should be made a workshop and a place of reformation.

Penn made a treaty with the Indians, and it was the only treaty never sworn to, and always kept, and while the Indians fought the white settlers and waged war against them, they never shed one drop of Quaker blood.

96. Describe three peculiar customs or beliefs of the Friends or Quakers of colonial times.

Ans. The Quakers believed that all men were equal; hence, they would take off their hats to none. They were opposed to war and all kinds of oppression. They believed in plainness of speech and of dress.

97. Write an account of William Penn and his settlement of Pennsylvania, touching on the following points: how he secured his grant, his purpose, the Great Charter and two provisions of this charter.

Ans. William Penn, a rich Quaker, obtained from Charles II a grant of land west of the Delaware River in payment for a debt due him from the crown. His purpose was to found a refuge for the persecuted Quakers of England. Penn visited his colony in 1682 and called together a legislative assembly. This body agreed to the Great Charter which provided that none except Christians could vote and hold office and that no one believing in God should be molested in his religious views.

98. State in regard to the Quakers (a) why they were persecuted, (b) what colony they founded, (c) how they were governed as a colony.

Ans. (a) The Quakers refused to take any oath, to pay tithes and to obey any law considered by them iniquitous. This brought them into conflict with the authorities and led to their persecution. (b) They founded Pennsylvania. (c) They were governed by the Great Law and by the golden rule.

99. Explain how the following statement applies to the early settlers of Virginia: "Unfitted for their environment, they were doomed to extinction by that

pitiless law which works ever to abolish from the earth the improvident, the idle and the vicious."

Ans. The early settlers of Virginia consisted mainly of gentlemen who had never worked and idle adventurers. As a result of reports that had reached Europe, they expected to collect gold with ease and had no desire to fell the forests, build homes and plant crops. No supplies were provided for the winter and a large number perished from hunger and disease. Dissensions among the colonists delayed the choice of a leader who would establish the law "that he who will not work shall not eat." Misery and want prevailed until stern discipline compelled order and industry.

100. Sketch the colonial career of Peter Minuit.

Ans. Peter Minuit, the first resident governor of New Netherland, bought Manhattan Island for twenty-four dollars' worth of scarlet cloth and beads. He was recalled because accused of favoring the patroons. Later he brought over a colony of Swedes who settled at Wilmington, Del.

101. How did the English obtain possession of New York? What was the basis of their claim?

Ans. In 1664 an English fleet entered New York Bay and, as the Dutch had no means of defense, Governor Stuyvesant surrendered. The English founded their claim on the discoveries of the Cabots.

102. Give two reasons why Governor Berkeley was disliked by the Virginians.

Ans. He allowed the mass of the people no voice in the government and refused to aid in the protection of the colonists against the Indians who began massacring the people on the frontier.

103. Write biographic notes on five of the following: Cecil Calvert, Massasoit, Peter Minuit, William Penn, Pocahontas, Governor Winthrop, Roger Williams.

Ans. Cecil Calvert, son of Lord Baltimore, founded Maryland for a place of refuge for persecuted

Catholics. Massasoit, father of King Philip, was the chief of a New England tribe of Indians. He made a treaty with the Plymouth colony, which was faithfully kept till his death. William Penn, an English Quaker, founded Pennsylvania as a place of refuge for the persecuted Quakers. Pocahontas was an Indian princess. She saved John Smith's life and later married John Rolfe. Roger Williams was a minister who was banished from Massachusetts. He founded Rhode Island.

104. Draw a map of the eastern coast of the United States, showing by an X the location, with name, of Plymouth, New Amsterdam, Philadelphia, Jamestown, St. Augustine. Give the name of the European nation that settled each of these places.

Ans. Plymouth, southeastern coast of Massachusetts, English; New Amsterdam, southeastern New York, Dutch; Philadelphia, southeastern Pennsylvania, English; Jamestown, eastern Virginia, English; St. Augustine, northeastern Florida, Spanish.

105. The Dutch West India Company encouraged the colonization of New York by making patroon grants. Tell briefly what this system was, why the company encouraged it and what advantages came to New York because of it.

Ans. The company allowed a person who should plant a colony of fifty persons to select a tract of land sixteen miles wide, bordering on any stream whose shores were not yet occupied and running back from the stream indefinitely. The patroon could govern his possessions absolutely and the land should descend to his heirs. The company hoped by this system to promote the rapid settlement of the colony. New York thus became settled by industrious agricultural colonists who were seeking permanent homes.

106. Give an account of the Dutch West India Company, touching on (a) powers and privileges, (b) character of first settlements made under its authority, (c) means used to secure an agricultural population, (d) causes of disputes with its colonists.

Ans. (a) Absolute power in respect to government and trade, (b) trading posts, (c) the patroon system which gave valuable privileges to the patroon who would take or send to America at least fifty emigrants over fifteen years of age, (d) the fact that the colonists did not have self government as at home, the company's power being absolute.

107. What conditions did the Dutch West India Company exact of those who were made patroons in New Netherland?

Ans. Induce 50 families to settle on land in four years. Purchase land of Indians. Supply minister and school-master for each estate. On these conditions, he could have eight miles on each side of a river or 16 miles on one side and extend back as far as he chose.

108. Give a brief account of the following named persons in their relations to the colonial history of America: Sir Edmund Andros, King Philip, Nathaniel Bacon, James Oglethorpe.

Ans. In 1674 Sir Edmund Andros was appointed governor of New York by the King of England, and received the surrender of the province from the Dutch. He was very tyrannical, and also seized the colony of New Jersey from Cartaret. He was recalled on account of serious charges, but succeeded in clearing himself and was appointed governor of all New England in 1786. There he was equally tyrannical, in fact more so, and attempted to seize the charter of Connecticut. New York and New Jersey were added to his jurisdiction in 1688, but the revolution in England dethroned his royal master and the people seized him in 1689, sent him to England, and resumed government under their charters.

Massasoit, the father of King Philip, was friendly with the whites, but after his death, Philip, brooding over imaginary wrongs, made war upon the whites, in which many people were barbarously killed. Finally the whites combined to exterminate the whole tribe (Wampanoags) and after capturing Philip's wife and son, chased him to a swamp near his old home, Mt. Hope, Rhode Island, where he was shot. His wife and son were sold as slaves.

Governor Berkeley, of Virginia, did not govern the colony well, refusing, among other things, to protect the people from the Indians for fear he would lose a lucrative trade. Unable to endure this any longer, the people requested Nathaniel Bacon, a patriotic young lawyer, to lead them against the hostile Indians, which he did successfully, but instead of commending him, Governor Berkeley denounced him as a "traitor" and undertook to punish him. But Bacon seized the wives of many of Berkeley's friends and placed them in front so as to prevent attack by Berkeley's troops. In the midst of success Bacon died, and no one could take his place.

In England people were imprisoned for debt, producing great misery. James Oglethorpe, a member of Parliament, with a view of relieving them, and also to protect the English colony of South Carolina from the Spanish in Florida, proposed to select the most worthy ones, pay their debts and send them to America to begin anew. This was done, and the colony was established in 1723, and named Georgia in honor of George II, who granted the charter.

109. Give the name of a person prominently identified with the settlement of each of the following: (a) Kentucky, (b) Maryland, (c) Quebec, (d) Georgia, (e) Pennsylvania.

Ans. (a) Daniel Boone, (b) George Calvert, known as Lord Baltimore, (c) Champlain, (d) Oglethorpe, (e) William Penn.

110. Give an account of the struggle between the colonists and Sir Edmund Andros, as royal governor.

Ans. Charles II had finally succeeded in annulling the charter of Massachusetts in 1684. He died, however, before completing arrangements for a new government. When James II came to the throne he immediately sent Sir Edmund Andros, as absolute ruler over the New England colonies, New York and New Jersey. His headquarters were at Boston. Contrary to the wishes of the people, he enforced the Episcopal service, abolished their legislature, levied exorbitant taxes, confiscated property, etc. At one time he tried to sieze the charters of Connecticut and Rhode Island, but owing to strategy on the part of the colonists, failed to do so. When James II was

dethroned, and William III became king, the colonists seized Andros and cast him into prison. The old form of government was then restored.

111. Draw an outline map of New York State and on it locate approximately two of the earliest Dutch settlements.

Ans. See text-book for map. New Amsterdam (New York), at the mouth of the Hudson River. Fort Orange (Albany), on the Hudson about 150 miles from its mouth.

112. Draw an outline map of the New England States and on it locate Plymouth, Boston, Providence and Hartford.

Ans. See text-book for map. Plymouth, eastern coast of Massachusetts; Boston, on Boston Bay on eastern coast of Massachusetts; Providence, northeastern Rhode Island, near the head of Narragansett Bay; Hartford, north central of Connecticut, on Connecticut River.

113. Mention two dangers to the New England colonists that had an influence in the formation of the colonial confederacy of 1634. What colonies were included in this confederacy?

Ans. Danger of attack from the Indians. Encroachments of the French and Dutch. Massachusetts Bay, Plymouth, Connecticut and New Haven colonies.

114. The governors of New York may be classified as Dutch, English, and American. Mention a governor of each class. (Governors since 1860 not to be considered.)

Ans. Dutch, Peter Stuyvesant. English, Sir Edmund Andros. American, Horatio Seymour. (Other correct answers may be given.)

115. Give an account of the attempt of James II to unite the northern colonies under Sir Edmund Andros, touching on (a) the purpose of the union,

(b) the extent of territory affected, (c) the character and the end of the rule of Andros.

Ans. (a) To bring the colonies more directly under the control of the king and to make it easier to repel the French, who were encroaching on the north and west. (b) New York, New Jersey and the New England States. (c) The rule of Andros was very unpopular, both on account of his own arbitrary ways and because he represented a tyrannical king. At the accession of William and Mary the people threw Andros into prison and set up a temporary government.

116. Name the different forms of government in the colonies. Describe one of the forms named.

Ans. Charter, proprietary and royal. Connecticut and Rhode Island had liberal charters granted by the king of England. The people elected the governor and made the laws with very little interference from the mother-country.

117. By what means did colonial assemblies control to some extent the actions of the governors? How did England try to prevent this control and with what result? Does a New York legislature of the present day exercise any control over the governor, and if so by what means?

Ans. By power of voting appropriations of money. By the Townshend acts which laid a tax on tea, glass, etc. The colonists resisted the tax, agreeing not to buy any British goods till the duties were repealed. Parliament soon rescinded the taxes except that on tea. The legislature controls all appropriations and may or may not pass laws to carry out his recommendations.

118. Where and by whom was the first permanent settlement in New England made? Which of the New England colonies had charter governments at the outbreak of the Revolution?

Ans. By the Pilgrims under Gov. Carver at Plymouth. Massachusetts, Connecticut, Rhode Island.

119. (a) In which colony was the first representative assembly held? (b) Give its name and the date of its meeting.

Ans. (a) Virginia. (b) House of Burgesses. July 30, 1619.

120. What was the character of the laws enacted by the Puritans?

Ans. These laws greatly restricted personal liberty and provided harsh punishment for violators. They dealt with religious observances and many other things now left to the individual conscience.

121. Describe by drawing or otherwise two of the following: (a) blockhouse, (b) spinningwheel, (c) colonial fireplace, (d) snow-shoe.

Ans. The blockhouse was a kind of a fort. It was made of green logs, so that bullets would sink into it easily, and to stop burning arrows which were shot by the Indians to set it on fire. It was made on an embankment, with straight logs driven into the ground; the top logs were crossed on these, and the roof was slanting and in it was a trap door, so made that water could be poured from it over the roof. A colonial fireplace was built on one side of the room. It was made of red brick, was open in front, and was from three to five feet wide, three feet high and five to six feet long. It was lined with red brick, and sometimes had clay ovens. It generally had an iron hook extending from the wall, on which were hung kettles. The chimney was very wide, so that chimney sweeps could go up and down easily.

122. Mention three principal industries of the early New England States. Explain how one of these industries brought the English colonists into conflict with the Dutch.

Ans. Fishing, farming and traffic with the Indians. The Dutch of New Amsterdam and the English of Plymouth both strove to get a foothold in the rich meadow lands of the Connecticut. This led to border conflicts.

123. What was the chief occupation of the early settlers on (a) Manhattan island, (b) in Virginia, (c) in Massachusetts?

Ans. (a) Fur trading with the Indians. (b) Cultivation of tobacco. (c) Commerce and fishing.

124. Mention a colony that before the Revolution engaged largely in (a) fishing, (b) fur trading, (c) commerce, (d) tobacco raising, (e) rice growing.

Ans. (a) Plymouth, (b) New Netherland, (c) Massachusetts Bay, (d) Virginia, (e) South Carolina.

125. State the cause and the results of King Philip's war.

Ans. The English were rapidly settling in Massachusetts and Rhode Island and driving out the Indians. King Philip, an Indian chief, saw that the Indians must exterminate the white settlers or they themselves would be exterminated. After nearly two years of fighting the Indian power was completely broken. King Philip was slain and the Indians in this portion of the country never again made war on the colonists.

126. Define or explain five of the following: (a) charter, (b) royal governor, (c) proprietary colony, (d) regicides, (e) New England Confederacy, (f) witchcraft, (g) Puritan, (h) Pilgrim.

Ans. A royal governor was one appointed by the king to govern a colony. A proprietary colony was one owned and governed by a man to whom the king had given the land and the right to govern it. Regicides were those who fled to New England to seek safety from the king who wished to execute them because they had helped to secure the execution of Charles I. The Puritans were a religious class that did not believe in the forms of the Church of England, but they thought that they ought to stay in the church and try to purify it of these forms. The Pilgrims were a religious class that did not believe in the forms of the Church of England, but thought it best to separate from the established church and set up a form of worship of their own.

127. State what was done in the 18th century to people who failed to pay their debts. Show how the laws against debtors brought many settlers to the American colonies.

Ans. If they could not pay their debts on demand, they were cast into prison. James Oglethorpe founded Georgia as a refuge for debtors imprisoned under the severe laws of that time.

128. Describe the home life of the people of Virginia in colonial days.

Ans. The majority of the early settlers of Virginia were of pure English descent and of aristocratic tendencies. The rich lived on large plantations in stately houses furnished with oak and mahogany brought from England. There were expensive silver plate and wines on their tables. They had numerous negro slaves to serve them. Their mode of life and social customs were very similar to those of the aristocratic class of England at that time.

129. Describe the methods of cooking in colonial homes.

Ans. The cooking was done in open fireplaces. Food for boiling and for soups was placed in iron pots hung by pot hooks to the ends of cranes which swung so that the cooking vessels could be placed over the fire or removed at will. Flat cakes of Indian meal or rye were baked over the hot coals. Potatoes were baked in a bed of hot ashes.

INTERCOLONIAL WARS, 1689-1763.

130. Name the intercolonial wars. Give the date of the beginning and of the termination of these wars. What was the final result?

Ans. King William's 1689-97, Queen Anne's 1702-13, King George's 1744-48, French and Indian 1754-63. Most late authors call them one war, with intervals of peace from 1689 to 1763, 74 years, but the last battle (Capture of Quebec) was fought September 18, 1759.

France gave all her possessions east of the Mississippi (except some small islands) to England; west of Mississippi and New Orleans to Spain.

131. What was the cause of the French and Indian war?

Ans. Disputed territory west of Alleghany Mountains, French and English both claiming forts and territory.

132. Mention an important operation of the French and Indian war between the defeat of Braddock and the capture of Quebec and note its effect upon the course of the struggle.

Ans. An expedition was organized by the English in 1758 to capture Louisburg, a French stronghold at the mouth of the St. Lawrence River. General Amherst was sent with a powerful fleet and after seven weeks of bombardment, the French surrendered and this stronghold for the second time passed into English hands. This expedition was a help to the English and encouraged them to prosecute the war with energy.

133. How did the Treaty of Utrecht affect territories in America?

Ans. By this treaty Acadia, Newfoundland and the Hudson Bay territory were ceded by France to England.

134. Give an account of the explusion of the Acadians from their homes, noting (a) the location of Acadia, (b) the reason for their explusion, (c) other matters of importance.

Ans. (a) Acadia was what is now called Nova Scotia. (b) The Acadians were in sympathy with the French, and the English feared their influence, and at the same time, wanted their lands. (c) So the Acadians were assembled in their churches to hear the decision of the king, and many thousand of them were driven at the point of the bayonet, on board English ships, and were scattered along the Atlantic coast in the various colonies, while

some were taken to the mouth of the Mississippi River. In the confusion some of the families separated, and many suffered untold hardships, some even dying of hunger. This enforced exile of the Acadians is generally considered a cruel and unjustifiable act on the part of the English.

135. Tell why the English drove the Acadian settlers from their homes.

Ans. The treaty of peace between England and France at the close of Queen Anne's war, 1713, gave England full possession of Acadia. The English suspected that the Acadians were secretly hostile to England and urged them to take the oath of allegiance to the English sovereign. This they, for the most part, refused to do. Therefore the English determined to banish them from the country.

136. Show the importance of Fort Duquesne in the French and Indian War. Describe an expedition against this fort.

Ans. Fort Duquesne was the key to the West. It was an easy starting place to go north, south, east or west, and was located near a number of navigable rivers, which made it an easy way to get supplies.

Washington had command of the colonial troops and Braddock had command of the British regulars. The British troops had never fought the Indians, and so did not understand Indian warfare. Washington was explaining to Braddock, who was very proud, the way the Indians who were aiding the French fought, when Braddock said: "The Indians may frighten Continental troops, but they can make no impression on the King's regulars." The army started out for the fort with drums beating and colors flying, and when they were crossing a deep ravine, the Indians sprang from a thicket. The British regulars huddled together, fired and then fled, while Washington with his men fought the Indians and covered the flight.

137. How did the Indian method of fighting differ from that of European soldiers? How was this difference illustrated at the time of Braddock's defeat?

Ans. The Indian preferred treachery and cunning to open battle. They were accustomed to lie in wait for an enemy and fight under protection of trees and other objects. While Braddock's army was marching along the road in ranks they were attacked by the Indians and French, who were scattered and were skulking behind trees and logs.

138. Mention two reasons for the general friendliness of the Indian tribes for the French rather than for the English during the early struggles for the possession of this continent.

Ans. The French aided the Indians in their wars. The influence of the Jesuits. (Other correct answers may be given.)

139. Compare the French and English colonies at the beginning of the French and Indian war with respect to (a) unity of government, (b) number of settlers capable of bearing arms, and (c) possession of strategic points.

Ans. (a) French colonies had a more uniform government. (b) English had more settlers capable of bearing arms. (c) French possessed most strategic points, viz., Forts Duquesne, Crown Point, Ticonderoga, Niagara and Louisburg.

140. Write a sketch of the wars between the English colonists and the French, based on the following outline: (a) general causes, (b) the circumstances that brought on the last struggle, (c) the final result.

Ans. (a) The French and Indians wars were due to the colonies taking the part of their mother countries in European conflicts, the competition for the control of America and to border friction. (b) It was a direct conflict for control of American territory and began in this country. (c) The English gained control of Canada and of all North America westward to the Mississippi, except New Orleans and the land adjacent.

141. Give an account of the following connected with the intercolonial wars: (a) causes, (b) banish-

ment of the Acadians, (c) the decisive battle and its results.

Ans. (a) The first three were caused by a dispute about the crown in Europe. The French and Indian War, by a dispute about the boundary line between the French and English possessions in America. (b) The English took possession of Acadia, driving the inhabitants on board of vessels in the harbor, from whence they were distributed through the colonies; families were separated by this means and many were never reunited. (c) The battle of Quebec was fought between the English under Wolfe and the French under Montcalm. The French were defeated and England gained all the French possessions in America except two small islands.

142. Mention an essential particular in which the French colonies in America differed from the English colonies in (a) government, (b) industries. How was each of these differences an advantage to the French in war? a disadvantage?

Ans. (a) There was little local self government among the French. They received their orders mainly from the home government, while the English colonists were accustomed to local self government, and were self reliant. (b) The French were generally engaged in the fur trade, while the English were farmers.

The French in trading with the Indians made them their friends, but they did not have farms to furnish supplies as the English did. The French was more helpless in war, since they depended on the home government for assistance, while the English, trained to act together, were able to protect themselves in a great measure.

143. Draw a map of North America including the St. Lawrence, Hudson, Ohio and Mississippi rivers, and on it locate either the territory under control of the French, the Spanish and the English in 1750, or the territory gained by the English in the French and Indian War, or two French forts and two English forts of the French and Indian War.

Ans. See text-books for maps showing the locality of territory.

144. Show the importance in the French and Indian War of each of the following: (a) Louisburg, (b) Quebec, (c) Fort Duquesne.

Ans. (a) Louisburg was important to the French because it commanded the whole of Acadia. If this stronghold were captured by the English they could move on to Quebec without molestation. (b) Quebec was the strongest fortification in the hands of the French and besides it commanded the St. Lawrence. From this place expeditions could be sent out against the English. If this place were captured, the French could no longer hold Canada. (c) Fort Duquesne was the strongest and most important point held by the French in the Ohio valley. It controlled the gateway to the west and attacking parties could cross over into the English colonies.

145. State approximately when the intercolonial (French and English) wars began and when they ended. Give the principal cause and the final result of these wars.

Ans. 1689-1763. Remote cause: Contest between England and France for possession of America. Immediate cause: Hostility toward each other and conflicting claims to the Ohio valley. The final result of these wars was to deprive France of all her possessions in America; while Great Britain gained possession of Canada and all that part of the United States that lies between the Atlantic and the Mississippi except a small strip about New Orleans.

146. Give two reasons why the English and the French colonists were brought into the conflicts called the French and Indian wars.

Ans. (a) European wars between England and France due to rivalry and national hostility. (b) The conflicting claims of the English and the French in the Ohio valley.

147. Name and locate six fortified places taken from the French by the English during the French and Indian War.

Ans. Fort Duquesne, in Western Pennsylvania. Fort Niagara, on the Niagara River. Forts Ticonderoga and Crown Point on Lake Champlain. Fort Frontenac on northern shore of Lake Ontario. Louisburg on Cape Breton Island. Quebec on the St. Lawrence.

148. (a) How did General Wolfe effect the capture of Quebec? (b) What were the results of Wolfe's victory?

Ans. (a) He led his army at night by a narrow path up the side of the cliff along the bank of the river above Quebec, and in the morning held a position on the Plains of Abraham commanding the city. Montcalm came out to fight him, was defeated and the surrender of Quebec followed. (b) The loss of Quebec, the last French stronghold, brought the war to an end and France ceded to England all her territory in North America east of the Mississippi River.

149. Mention two instances where George Washington rendered efficient service during the intercolonial wars.

Ans. At Braddock's defeat. At the final capture of Fort Duquesne.

150. What American territory was transferred to Spain by the treaty of 1763, which closed the French and Indian War?

Ans. New Orleans and all territory west of Mississippi.

151. Write on one of the following: (a) Effects of the French and Indian wars on the colonies, (b) important events in Governor Dongan's administration.

Ans. (a) It made the colonists think that they did not need English soldiers to protect them. (b) It encouraged emigration to the west. It stopped the French from attacking the colonies.

152. Mention facts in history of the American colonies that seem to justify the following: Few

characters in history are indispensable. From William of Orange to William Pitt the younger there was but one man without whom English history must have taken a different turn, and that was William Pitt the elder.

Ans. In the Seven Years' War from 1756 to 1763, France combined with Austria and Russia against Prussia. England came to the aid of Prussia. By his support of Prussia, Pitt kept the French engaged in Europe while the English were attacking them on the sea and depriving them of their colonial possessions. Thus the English instead of the French became the dominant nation of North America.

REVOLUTIONARY PERIOD, 1775-1783.

153. State some restriction which England put upon its colonies in America in the matter of (a) manufactures, (b) commerce.

Ans. (a) They were restricted in the manufacture of cloth, iron goods, etc. (b) They could trade only with the mother country, and send goods in none but English ships.

154. (a) Why did the colonists resist taxation by the mother country? (b) Name three colonial orators whose speeches did much to cause such resistance.

Ans. (a) The colonists were mostly Englishmen and they had been trained to the principle of English law, that the king had no right to tax his subjects except by consent of their representatives in Parliament. Their feeling of opposition was intensified by the proposition to use the taxes collected from them to pay the English troops quartered upon the colonial towns. The law forbidding the colonists to trade with foreign countries was enforced and houses were searched on "writs of assistance." The feeling against the mother country continued to grow more intense, and the rallying cry of opposition became "Taxation without representation is tyranny." (b) Patrick Henry, Samuel Adams and James Otis.

155. Mention two occasions before 1774 when English colonies in America united or tried to unite for some common purpose. Give an account of one of these attempts.

Ans. The Albany Congress, 1754; the Stamp Act Congress, 1765. The Albany Congress was called for the purpose of making a treaty with the Iroquois Indians and of considering means of common defence against French aggression in the northwest.

156. What were the Navigation Acts and for what purpose were they enacted?

Ans. They were acts passed by the English Parliament. They ordered that the commerce of the colonies should be carried on only in English ships and that all exports should be shipped to English ports. Their original purpose was to aid English commerce and to prevent the Dutch from competing with England.

157. Note some of the means employed by the colonies during the years immediately preceding the Revolution to secure unity of action against the oppression of the English government.

Ans. (a) The Stamp Act Congress prepared Declaration of Rights and Grievances. (b) Non-importation agreements. (c) Refusal of chief colonial cities to pay a tax on tea. (d) First Continental Congress, 1774, prepared a Declaration of Rights, formed an American Association, etc. (Answer will vary.)

158. State (a) the purpose of the Stamp Act, (b) one reason why the colonists thought the stamp act unjust.

Ans. (a) The purpose of the Stamp Act was to raise money to pay the British soldiers, who were sent over to America by the king to enforce the laws. (b) The colonists thought the Stamp Act unjust, because it was another form of taxation, and they thought taxation without representation tyranny.

159. Name three important events that occurred in Boston between January 1, 1770, and January 1, 1777.

Ans. Boston Massacre, Boston Tea Party and the Evacuation of Boston.

160. Give an account of the public services of George Washington prior to the Revolution.

Ans. Washington was a surveyor. While in government employ he surveyed the land in the region of the Alleghany mountains. He was adjutant-general of the Virginia militia. He was in the first expedition against Fort Duquesne and fought in the battle in which Braddock was defeated. Washington skillfully covered the retreat and later captured the fort.

161. (a) What measures did the colonists take to resist the operations of the Stamp Act? (b) What did the English government immediately do on repealing the act to maintain its right to tax the colonists?

Ans. (a) Refused to use the stamps and destroyed them when possible. Ill treated officials who sold them. Held meetings to express their opposition. Called a congress of colonial delegates at New York to protest against the Stamp Act and petition for its repeal. (b) Passed the Declaratory Act, claiming the right of Parliament to tax the colonies.

162. Mention four principal things that incited the American colonies to forcible resistance of the English government. What was the original occasion of this resistance?

Ans. Writs of Assistance; Stamp Act; Mutiny Act; "Taxation without representation." The colonists refused to be taxed to pay for the French and Indian War, unless they were represented in Parliament.

163. What was the nature of (a) the Mutiny Act, (b) the Stamp Act?

Ans. (a) An act compelling the colonists to provide quarters and supplies for British troops

(1769), (b) an act ordering the colonists to place stamps purchased from the English government on legal documents, newspapers, etc. (1765).

164. Define or explain two of the following: (a) the Stamp Act, (b) the Townshend Acts, (c) the Mutiny Act, (d) Writs of Assistance.

Ans. (a) The Stamp Act was passed by Parliament in 1765. (b) It required that pamphlets, almanacs, newspapers and all important documents have a stamp on them when purchased. This was enacted for the purpose of paying the expenses of the French and Indian wars. (d) Writs of Assistance were papers signed by the king and giving officers the right to search when and where they wished for smuggled goods. After the passage of the Stamp Act the English king sent over officers with these writs to search the houses of colonists.

165. Tell why the British troops left Boston and why they seized New York.

Ans. Washington caused Dorchester Heights which overlooked Boston, to be fortified. The British, feeling insecure on account of this, evacuated Boston and set sail for Halifax. They later seized New York city because it was a most important and strategic place for carrying on the war against the colonists.

166. Give an account of the expedition against Canada in 1775.

Ans. In 1775, when Congress learned that the British in Canada intended to march down and attack points in Northern New York, they immediately planned an expedition against Quebec. Montgomery and Schuyler with an army of men, descended Lake Champlain and captured St. John's. Schuyler became ill, and Montgomery took full charge of the troops. Montreal was next captured, and then Montgomery marched on to Quebec. Arnold in the meantime was leading his men through the forests of Maine on to Quebec. After enduring untold hardships, they reached their destination and joined Montgomery. Together they gallantly assaulted Quebec, but were repulsed with heavy loss. Mont-

gomery fell at the head of his troops and Arnold was wounded. The Americans encamped near Quebec until spring and then retired to New York. Canada remained a British province.

167. Mention three events that may be regarded as causes of the Revolution. Give an account of one event mentioned.

Ans. The Boston Massacre. Battles of Lexington and Concord. (Answers will vary). Quartering troops in town in times of peace. General Gage sent a body of British regulars to take the stores which the minutemen had collected at Concord, and to arrest Adams, Hancock and Otis. The British reached Concord and destroyed the stores, but coming back were attacked on all sides by the minutemen, who were behind trees and fences. The British retreat became a race. When nearing Boston they were reinforced by Gage, and went into Boston, having lost half their men.

168. Were the Americans in the main successful or unsuccessful in the military operations of the year preceding the Declaration of Independence? State facts in support of the answer.

Ans. Mainly successful. British driven out of Boston; St. John's and Montreal captured; British repulsed at Fort Moultrie. Only reverse, Arnold defeated at Quebec.

169. Give an account of the work of the Second Continental Congress.

Ans. They assumed control of the government, decided to make the army at Cambridge the continental army and appointed Washington as commander-in-chief. They also sent another petition to the king, which was not accepted.

170. Describe the first capture of Ticonderoga during the Revolution.

Ans. On May 10, 1775, Ethan Allen, accompanied by a few volunteers, rushed past the guards at Ticonderoga, entered the room occupied by the commander of the fort and demanded its surrender "In

the name of the Great Jehovah and the Continental Congress." It was surrendered, and the Americans got possession of a quantity of ammunition and arms, of which they were in great need.

171. Relate the circumstances that led to the battle of Lexington and to the battle of Bunker Hill.

Ans. The British, hearing that the Americans were gathering military stores at Concord, sent a force to destroy them. The country was aroused by messengers and a skirmish took place at Lexington. The British thought that they would fortify Bunker Hill. The Americans sent Colonel Prescott to anticipate them. The British were surprised when they saw that the Americans had fortified the hill and determined to capture it.

172. Write on two of the following topics relating to the Revolution: (a) The capture of Ticonderoga, (b) the death of Nathan Hale, (c) the burning of Kingston.

Ans. (a) When the war broke out, Ethan Allen with some Green Mountain boys went to Ticonderoga in the night, surprised the sentry and took the fort. When he got inside he put his officers in charge of the men and told them to capture the British soldiers while he rushed to the commander's headquarters and demanded that he surrender. The commander asked by whose authority, and Allen thundered forth, "In the name of the Great Jehovah and the Continental Congress." The commander then surrendered the fort, which was filled with guns, cannon, ammunition and supplies for the British army. (b) Nathan Hale was a captain in Washington's army, and Washington wanted to find out about the fortifications and numbers of Howe's army. Nathan Hale, thinking it was his duty to do so, put on a disguise and got into Howe's camp. He marked out the situation, the cannon and soldiers. He was noticed by a Tory friend, who betrayed him to the British, and he was taken before Howe and sentenced to die the following morning. He was refused all communications, and when morning came was taken out to die. He asked for a Bible, but it was refused him. then he asked if he might write a

few lines to his mother and friends, which was also refused; so he said he was ready to die, and when the halter was around his neck he said that he regretted that he had but one life to give for his country. So ended the life of one of our brave men.

173. The possession of what city depended upon the battle of Brandywine? (b) What was the result of the battle?

Ans. (a) Philadelphia. (b) A British victory. Washington went into winter quarters at Valley Forge, while the British took possession of Philadelphia.

174. Trace the general course of the army of Washington from the battle of Long Island to the first of the following year.

Ans. From Long Island to White Plains, battle at that place; retreat across New Jersey; battle of Trenton.

175. Why were the military operations of the English in the Revolution first directed against Massachusetts? (b) Why were the English troops later concentrated about the City of New York?

Ans. (a) Because Massachusetts had shown most resistance to the royal edicts and authority, and was considered the "Hot-bed of the rebellion;" (b) to get control of the Hudson River, thus separating New England from the other colonies.

176. (a) Why did the British evacuate Philadelphia? (b) What battle did Washington force the British to fight on their march from Philadelphia to New York?

Ans. (a) They feared the arrival of a French fleet, which would cut off their supplies. Philadelphia was not as good a base for military operations as New York. (b) Battle of Monmouth.

177. (a) What movement of the British forces was planned for the year 1777? (b) What object had the

British in view in attempting to carry out these plans?

Ans. (a) Burgoyne was to lead an expedition through Lake Champlain and down the Hudson to Albany, there he was to meet St. Leger, who was to descend the Mohawk, and Howe, who was to ascend the Hudson from New York. (b) To cut off New England from the rest of the colonies, and conquer the Americans in detail.

178. What was attempted in 1777 by (a) General Burgoyne, (b) Col. St. Leger? What general is deserving of most credit for the defeat of (c) Burgoyne's plans, (d) Col. St. Leger's plans?

Ans. (a) He attempted to lead an expedition from Canada to Albany by way of Lake Champlain, there join St. Leger from the west and Howe from the south and cut off New England from the rest of the colonies. (b) He was to cross Lake Ontario, capture Fort Stanwix and descend the Mohawk to Albany. (c) General Philip Schuyler. (d) General Herkimer.

179. Show how the surrender of Burgoyne was connected with (a) the battle of Bennington, (b) the battle of Oriskany.

Ans. (a) When Burgoyne left Canada and was coming into New York, he sent a detachment of troops, as his supplies were low, to take Bennington, at which place the Americans kept supplies. General Stark met them and utterly defeated them. (b) Burgoyne continued to worry about where to get supplies, for his army rations were becoming very short. He still had hope that the detachment under St. Leger would make a junction with him at the mouth of the Mohawk. That detachment was to open up a way for the purpose of bringing supplies of food to his army. But the Americans met St. Leger and defeated him so that he was obliged to go back to Canada. Then Burgoyne, having no supplies, had to surrender, and after the second battle of Saratoga he surrendered to General Gates.

180. Give two important results of the surrender of Burgoyne.

Ans. It broke up the British plan of cutting off New England from our southern colonies; it secured the aid of France.

181. Tell why the battle of Oriskany was an important event in the Revolutionary War.

Ans. The loss of this battle was a severe blow to Burgoyne. All his hopes of aid from the Tories and Indians of the Mohawk valley were completely frustrated. It prevented co-operation by St. Leger with Burgoyne and enabled the American militia to join the army at Saratoga.

182. Give three reasons why Burgoyne was forced to surrender.

Ans. (a) He was surrounded by Americans and had not enough men to risk a battle. (b) His supplies and ammunition were exhausted and he had no means of procuring more. (c) No assistance could be given to him by the English and moreover his men were tired of fighting.

183. Explain why Burgoyne was so long in reaching Saratoga. Show how this delay injured the British and aided the Americans.

Ans. He had difficulty in securing provisions and his march was hindered by the destruction of roads and bridges by the Americans. An expedition to secure provisions enabled Col. Stark to defeat one detachment and thus to weaken Burgoyne's force. While the British army was being weakened by the hard march and lack of provisions the American army gained in strength.

184. (a) Show the importance of the control of the Hudson River in the war of the Revolution. (b) Describe an attempt of the British to get control of this river.

Ans. (a) The Hudson River was the main waterway of communication between New York city on the south and western and northern New York. Men and supplies could be readily moved by water either southward or northward from points along the river by those in control. (b) The movement of

Burgoyne's army from Canada was to get control of the Hudson River and thus to divide New England from New York and the southern colonies.

185. Relate the events of the Revolution that gave the British control of New York city. State how long the British occupied New York city and mention two advantages secured by its possession.

Ans. In the summer of 1776 General Howe arrived at Staten Island with a large fleet and 30,000 men. He landed on Long Island and easily defeated the Americans, whom he greatly outnumbered. As soon as the British got possession of Brooklyn Heights, Washington decided to cross to New York with his forces. He carried out this plan during the night, being aided by a dense fog. The British soon entered New York, forcing Washington to retreat up the east side of the Hudson. The British occupied New York city during the remainder of the war. New York city was centrally located for carrying on the war against the colonists and had a most desirable harbor.

186. Compare Nathan Hale with Major Andre as to (a) offense committed, (b) treatment accorded after arrest.

Ans. (a) Andre acted as the British agent to negotiate for the treasonable surrender of West Point by Arnold. Hale was intrusted by Washington with the task of visiting Long Island in September, 1776, to obtain information in regard to the future movements intended by Gen. Howe of the British army; (b) Hale was arrested, summarily tried and executed as a spy by the British; he was not permitted to write to his mother; no clergyman was allowed to visit him; and even a Bible was denied him. In contrast to this brutal treatment Andre, under similar conditions received many courtesies.

187. Give an account of the life of John Paul Jones.

Ans. He was a daring naval officer who did great service to the American cause in the Revolutionary War. He cruised off the coast of England and Scot-

land, causing great damage to English commerce. He captured "The Drake" and "Serapis," both ships of superior force. Congress awarded him a gold medal for his heroic services.

188. (a) Name three American generals of the Revolution. (b) Mention an event in which each was a prominent actor.

Ans. (a) Washington, Greene and Schuyler. (b) Washington was in command of the continental army and directed the fight against Cornwallis in the battle of Yorktown, in which he compelled Cornwallis to surrender. Greene organized the third army for use in the south and fought Cornwallis at Guilford Courthouse. He conducted a masterly campaign in the south, and practically drove the British from Georgia and Carolina. Schuyler was in command of an army in the north department contending with Burgoyne. He showed great skill in checking the advance of Burgoyne and in retreating with his forces to Stillwater. (Other answers may be given.)

189. Describe the treason of Benedict Arnold as to (a) his design, (b) the discovery of the plot, (c) the reward given him by the British.

Ans. (a) To surrender West Point, the most important position held by the colonies, to the British. (b) Major Andre, a British officer, was returning from a conference with Arnold in relation to the matter. He had on his person papers relating to the surrender of West Point. He was discovered by three American soldiers—Paulding, Williams and Van Wirt. Andre gave the proper countersign, but was looked upon with suspicion by the American patriots. They searched him and found the papers revealing the treason. (c) He was appointed a brigadier-general in the British army and received a sum of British gold.

190. Name two occasions during the Revolution when Benedict Arnold rendered valuable service to the American cause.

Ans. At the battles of Quebec and Saratoga.

191. Describe the treasonable plot of Benedict Arnold. How was the plot detected?

Ans. Arnold, feeling himself aggrieved, asked of Washington and obtained the command of West Point. He entered into communication with General Clinton, offering to surrender this fortress to the British. Andre had an interview with Arnold within the American lines to arrange for the surrender. On his return in disguise, he was stopped and searched by three Americans and papers incriminating Arnold were found in his boots.

192. Give an account of the attitude and action of France regarding the Revolutionary War in America.

Ans. In 1776 Congress sent Benjamin Franklin to France to secure France's aid in the war. Till Burgoyne surrendered at Saratoga, Franklin worked in vain. When the French government saw that the colonies had won this important victory, and fearing lest England, its age-long enemy, might offer the Americans acceptable terms of peace without independence, it acknowledged the independence of the United States, made a treaty of alliance and a treaty of commerce, and sent over men, ships and money.

193. Name three important battles that were fought in New Jersey during the Revolution.

Ans. Trenton, Princeton and Monmouth.

194. During what years of the Revolution was most of the fighting done in the northern states? in the southern states? What was the British plan for the conquest of the south? Give three general reasons for the failure of this plan.

Ans. 1776-8; 1779-1781; their plan was to begin with Georgia and conquer northward. (a) The British did not receive as much help from the Tories as they expected. (b) Partisan troops under Marion and Pickett cut off their supplies and harrassed them. (c) Ignorance of the country and remoteness from their base of supplies.

195. Give an historical event connected with the name of (a) Ethan Allen, (b) Paul Revere, (c) Patrick Henry, (d) Anthony Wayne.

Ans. (a) Capture of Ticonderoga. (b) His ride to warn people of the coming of the British just before the battle of Lexington. (c) His speech in the Virginia House of Burgesses. (d) Storming of Stony Point.

196. Compare the military achievements of General Gates with those of General Greene in the campaign against the British in the Carolinas as to (a) the battles fought by each, (b) the immediate results of the several battles.

Ans. (a) After the victory at Saratoga, won by Arnold and Morgan, though claimed by the inefficient and cowardly Gates, the latter was transferred south. The British planned a campaign to begin in Georgia and came north. They captured Savannah and Charleston, Gates retreated, losing artillery and baggage, and came near being captured himself. The British were checked at King's Mountain. General Greene, the ablest soldier, next to Washington, took command at the south, won the battle of Cowpens, purposely retreated north so as to draw Cornwallis away from his supplies. The British won the Battle of Guilford Court House, but it was of little use to them. (b) On the whole, Gates accomplished but little, and his work had a bad effect on the army, while Greene inspired the American soldiers and left them greatly encouraged.

197. Name four of Washington's generals that proved to be (a) either inefficient or traitors, (b) four that proved true and capable.

Ans. (a) Arnold, Charles Lee, Conway and Gates. (b) Schuyler, Sullivan, Greene and Putnam.

198. Give an account of Col. St. Leger's invasion of the Mohawk Valley, and state in what way its results affected Burgoyne's invasion.

Ans. St. Leger was to descend the Mohawk valley from the St. Lawrence by way of Oswego, reduce

Fort Stanwix and any other opposition in the valley, enlist the support of the Indians and Tories and join Burgoyne. He laid siege to Fort Stanwix, but did not capture it. A fierce battle was fought at Oriskany Falls. Schuyler sent Arnold to the relief of Fort Stanwix and St. Leger was compelled to retreat to Lake Ontario. Burgoyne was thus deprived of one of the agencies which was to co-operate with him and this contributed to his defeat and surrender.

199. Write on one of the following relating to the Revolution: (a) Washington's retreat through New Jersey, (b) benefits of the French alliance, (c) Indian and Tory warfare in New York State.

Ans. The alliance of the French with the United States was very beneficial to the latter. France loaned us money which enabled us to pay the soldiers and to better equip the army. Their fleet was especially helpful in the seige of Yorktown. The private citizens of France also gave their services and assisted with money and ships.

200. Name (a) three leading English generals and (b) three American generals (besides Washington) of the Revolution.

Ans. English—Howe, Cornwallis, Burgoyne. American—Greene, Gates, Warren. (Answers will differ.)

201. What was the object of the visit of each of the following foreigners to this country: Genet, Kossuth, Lafayette (first visit)?

Ans. (a) Citizen Genet came to represent the revolutionary party in France and to obtain for it the sympathy and aid of Americans during the French Revolution. (b) Kossuth was a Hungarian patriot who came to enlist the sympathy of Americans in behalf of his country. (c) Lafayette was a French nobleman who came to aid the American army in the Revolutionary War.

202. Show how the British lost control in the South.

Ans. Gen. Greene in command of the American army in the south made sudden and successful attacks on the British and led Cornwallis away from his supplies. Cornwallis marched into Virginia and fortified himself at Yorktown. Washington suddenly turned south and shut up the British so that they were compelled to surrender. The surrender of Cornwallis practically ended the war.

203. When General Gates in 1780 started south to assume command, General Charles Lee bade him farewell with these words: "Take care that your northern laurels do not change to southern willows." Explain the meaning of this warning and show how events proved its wisdom.

Ans. Gates was undeservingly credited with the victory over Burgoyne at the battle of Saratoga. He was transferred to the south and met a disgraceful defeat in the engagement with the British at Camden.

204. Draw a map of the United States at the close of the Revolutionary War and on it show the claims of the different states to territory west of the Alleghanies.

Ans. This territory was claimed by New York, Massachusetts, Connecticut, Virginia, North Carolina, South Carolina and Georgia. (See text-book for map.)

205. Write a brief account showing the aid that Robert Morris rendered to the colonies during the Revolution.

Ans. Since Congress could not tax the people and could not get enough money from the states by asking for it, it became almost impossible to pay soldiers or furnish them with supplies. Unless Robert Morris had raised money on his personal credit to keep the army together the Revolution might have failed.

206. What were the Articles of Confederation? In what respect were these articles defective?

Ans. The Articles of Confederation were certain regulations adopted in 1777, but not ratified by all the states until March, 1781, by which the states should be governed in what related to their common interests. Congress could declare war, make peace, issue money, keep up an army and navy, contract debts, enter into treaties of commerce and settle disputes between the states, but could not enforce a treaty or law when made nor lay any tax for any purpose.

207. (a) How many years elapsed after the Declaration of Independence before the United States had a president? (b) Mention some civil power which during that time exercised any of the duties now devolving on the president of the United States.

Ans. (a) Nearly 13 years. (b) Continental Congress.

208. How did each of the following help to secure American independence: Patrick Henry, Israel Putnam, Nathaniel Greene, Peter Schuyler, Daniel Morgan?

Ans. Patrick Henry introduced a resolution into the Assembly of Virginia in 1765, denying the right of Parliament to tax America. His stirring and patriotic speeches aided in arousing the people to their wrongs, and his words, "Give me liberty or give me death," were repeated everywhere.

After the battle of Lexington, Putnam hastened to Boston and assisted in organizing the "minutemen." He rendered valuable service in the battle of Bunker Hill.

General Greene is noted for his great success in managing the southern campaign against a superior force. He resisted Cornwallis so successfully that the latter decided to march northward, where he and his army were captured later by Washington.

General Schuyler attempted to check the advance force of Burgoyne, who was marching south through the Champlain valley. Schuyler, with his small force, could only obstruct Burgoyne's path by felling trees across the roads and breaking down bridges, thus causing delays that contributed much to Burgoyne's defeat.

General Morgan held a subordinate position under Gen Greene during the latter part of the war. While in this position his services were valuable, especially at Cowpens.

209. Mention four important cities in the colonies during the American Revolution. Which of the cities mentioned was (a) largest, (b) the longest held by the British troops?

Ans. New York, Boston, Philadelphia and Charleston. (a) Philadelphia was the largest city. (b) New York was held the longest.

210. Explain what Washington meant by saying of the government of the United States (1783-1789): "We are one nation to-day, and thirteen to-morrow."

Ans. Washington meant that without a strong government the thirteen colonies could not stay united. After the Revolution the colonists had different opinions in regard to the government that they should have.

211. In what year of the Revolutionary War did the British evacuate (a) Boston, (b) New York? (c) State why they evacuated each of these cities.

Ans. (a) 1776. (b) 1783. (c) Boston was evacuated because Washington's fortification of Dorchester Heights made it untenable; New York because of the treaty of peace.

212. Give two reasons why Canada did not join the neighboring colonies in the war of the Revolution.

Ans. Difference in race and religion. They received better treatment than the others.

213. Mention an important event that occurred in (a) 1765, (b) 1774, (c) 1775, (d) 1776, (e) 1781.

Ans. (a) Stamp Act Congress, (b) First Continental Congress, (c) Meeting of Second Continental Congress at Philadelphia, (d) Declaration of Independence, (e) Surrender of Cornwallis.

214. Explain the terms Hessian and Tory as used during the Revolution.

Ans. The Hessians were German soldiers hired by England to aid their own forces in reducing the colonies to submission. The Loyalists or Tories were a part of the American people who were never convinced of the wisdom of the Declaration of Independence and of taking up arms against the mother country. They remained throughout the war loyal to Great Britain, but some of them refrained from taking an active part in the war.

215. Give the name of the man under whose leadership Quebec was (a) founded, (b) captured during the French wars, (c) unsuccessfully attacked during the Revolution.

Ans. Champlain, Wolfe, Arnold and Montgomery.

216. Write an account of Lafayette and Steuben, telling who they were, why they came to this country and what they did to help us.

Ans. Lafayette, a French nobleman, sympathized with the Americans in their efforts for independence, and, leaving France, offered his services to Washington. His valuable services and valor won for him a commission as major-general. Steuben, who had served in the army of Frederick the Great of Prussia, came to aid the American cause of liberty. He rendered great aid by introducing thorough discipline and European tactics in the American army and made it more efficient in military operations.

217. (a) What historical events are suggested by the dates 1689 and 1789? (b) What two great issues were decided in the interval between these two dates?

Ans. (a) 1689 marks the end of the early history of America and the beginning of the century known as the middle period of American history. It is also the beginning of the French and Indian wars. 1789 marks the close of the epoch known as the middle period of American history and the inauguration of Washington as president. (b) It was decided that

the English and not the French should control this country. It was also decided that the colonies should be united in a single government, a republic, and should be separated from Great Britain.

218. Give an account of one of the following: Washington's retreat across New Jersey, the Stamp Act Congress, the Albany Convention.

Ans. The Albany Convention assembled in 1754 to make a joint treaty with the Iroquois. It represented the four New England colonies, New York, Pennsylvania and Maryland. Benjamin Franklin presented to the convention a plan of union that foreshadowed the Federal Constitution. A grand council, composed of members sent from the colonies in proportion to their inhabitants, was to have control of all Indian affairs, frontier settlements and taxes for common purposes. The plan was not favored by the state assemblies.

219. The school children of the United States have erected in Paris a statute to Lafayette. What did he do that the children of this country should so honor him?

Ans. Lafayette, a French officer, fought on the American side in the Revolution and was an efficient officer in several contests.

220. For what service is America indebted to each of the following: John Eliot, John Paul Jones, James A. Otis, John Hancock, General Herkimer?

Ans. (a) John Eliot, missionary to the Indians. (b) John Paul Jones, commander of the Bonhomme Richard, which defeated the Serapis. (c) James Otis, American patriot of colonial times, who aroused opposition to English oppression. (d) John Hancock, colonial patriot and soldier, signed Declaration of Independence, governor of Massachusetts. (e) Herkimer, general in Revolution, defeated English at Oriskany.

THE CRITICAL PERIOD AND FORMATION OF GENERAL GOVERNMENT, 1783-1789.

221. Explain how, under the Articles of Confederation, the states were represented in Congress.

Ans. They were represented by from two to seven delegates chosen annually from each state by their respective legislatures. Each state had one vote.

222. Why may the Magna Charta be considered a document of American history? Mention three of its provisions that are repeated in substance in the Constitution.

Ans. A large proportion of the settlers of this country were Englishmen, who having been governed at home by the principles of the Magna Charta incorporated those principles in the American colonial governments.

The right to have a speedy trial by a jury of one's peers; no one shall be tried or punished more than once for same offense; no tax shall be laid without the consent of the people, given through their representatives.

223. Name two leading statesmen who labored to secure the adoption of the Constitution of the United States.

Ans. Adams, Madison, Franklin. (Other correct answers may be given.)

224. Mention two elements of weakness of the government under the Articles of Confederation.

Ans. No executive, no power of taxation, no power to make its notes legal tender.

225. State the nature of some one of the disputes which this government had with European powers during the twelve years following the adoption of the Constitution. How was the difficulty settled?

Ans. The trouble with France on account of Citizen Genet, settled by the recall of the minister. The trouble with England about the non-payment of Tory debts, and the refusal of England to surrender Detroit and other northwestern points, settled by the Jay treaty. (Other correct answers may be given.)

226. (a) What political parties arose at about the time of the adoption of the Constitution? (b) Name two leading men in each of these parties.

Ans. (a) Federalists and Anti-Federalists. (b) Federalists—Washington, Hamilton, Adams; Anti-Federalists—Jefferson, Madison, Monroe.

227. Distinguish between the Articles of Confederation and the Constitution. When was the Constitution adopted?

Ans. Under the Articles of Confederation there was no executive. Congress could make laws, but could not enforce them; it could ask the states for money, but could not force them to pay; it could call for volunteers in time of war, but could not draft them. Under the Constitution the president is the executive head of the government. Congress is composed of the House of Representatives chosen by the people, and the Senate chosen by the state legislatures. Congress makes laws and the president enforces them. The Constitution was adopted in 1789.

228. Mention two historical facts to show the inadequacy of the government under the Articles of Confederation to deal with (a) foreign affairs, (b) domestic affairs. How was this remedied by the Constitution?

Ans. (a) The country was anxious to make a commercial treaty with England, but the latter refused to negotiate with a power that was a nation only in name. (b) Congress made an attempt to pay the soldiers of the Revolution the amount due them at the close of the war. Congress could only call on the states to contribute, since it had no power to raise money. In this as in other cases some of the

states responded, others did not. (c) Congress now has the power to regulate commerce with foreign nations and to lay and collect taxes, duties, imposts and excises, and to pay the debts and provide for the common defense.

229. Give two reasons why New York State was slow in ratifying the Constitution.

Ans. New York was reluctant to give up the heavy import duties of New York city to the general government. It was also believed that New York as a large state was making too great concessions to the small states.

230. State two or more vital points of disagreement between the Federalists and the Democratic-Republicans. In your opinion what points in favor either of the Federalists or of the Democratic-Republicans have been settled by the course of events.

Ans. The Federalists wished the national government to be very strong and believed that the powers given it by the Constitution should be broadly construed. The Democratic-Republicans believed in strong state government and thought no powers should be conceded to the national government that were not plainly given by the Constitution. The Civil War settled the fact that states cannot withdraw from the Union. A broad construction of the Constitution is now generally conceded.

231. State one argument that was used for the adoption of the Federal Constitution and one that was used against it. Name three men who were prominent advocates of the Constitution.

Ans. It was asserted that if the central government was not given power to exercise those prerogatives with which it was invested by the Constitution, the country would soon drift into anarchy and confusion; an argument against the Constitution was that it would destroy the sovereignty of the states. Hamilton, Madison, Pickney.

232. What provision is made in the Constitution regarding the admission of new states into the Union?

Ans. New states may be admitted by Congress; but no new state shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of Congress.

233. Give an important fact connected with the admission into the Union of one of the following states: (a) Vermont, (b) Missouri, (c) West Virginia.

Ans. (a) Vermont was the first state admitted into the Union after the adoption of the Constitution. (b) Missouri was admitted into the Union as a slave state by the Missouri Compromise after a bitter and angry discussion. (c) The portion of Virginia west of the mountains refused to secede from the Union in 1861, and was admitted in 1863 as a new state under the name of West Virginia.

234. State the constitutional argument by which slavery was defended.

Ans. The Constitution seemed to recognize slavery as an established fact, since apportionment of representatives to the states was based to some extent on the number of slaves, though the word slave does not occur.

235. State the substance of a provision of the Constitution of the United States that was a compromise (a) on the question of slavery, (b) between the large and small states.

Ans. (a) Slave trade shall not be interfered with for twenty years. (b) The Senate shall be composed of two senators from each state; representatives apportioned according to population.

236. Name three leaders of the Federalist party. What was the principal issue between the Federalist and the Anti-Federalist parties?

Ans. Hamilton, John Adams, John Jay. Construction of the Constitution as to the powers of the Federal government. Whether the general government or state governments should be supreme.

237. (a) For how long a time were the Articles of Confederation in force? (b) Give two reasons why these articles failed to provide an efficient government.

Ans. (a) Seven years. (b) Lacked executive power, and could not prevent the separate colonies from acting independently.

DEVELOPMENT OF STATES, 1789-1861.

238. Mention the presidents of the United States from 1789 to 1812. Connect an important event with the administration of each.

Ans. Washington, Whiskey Rebellion; John Adams, Alien and Sedition-Laws; Jefferson, Louisiana Purchase; Madison, the Henry Letters.

239. (a) What insurrection or rebellion occurred during the administration of Washington? (b) State its cause.

Ans. (a) The whiskey insurrection. (b) Opposition of the people in western Pennsylvania to the tax imposed by Congress on liquors.

240. What means were employed to reduce the public debt in the administration of (a) Washington, (b) Jefferson?

Ans. (a) Import and excise duties and tonnage. (b) Import duties. Reduction of expenses.

241. Mention three financial measures advocated by Hamilton for raising a revenue and strengthening the credit of the nation.

Ans. Establishing the United States Bank. Assuming the state debts. Funding or bonding the national and state debts.

242. (a) Define the boundaries of "The Northwest Territory," as organized in 1787. (b) Name a famous provision in regard to this territory contained in the "Ordinance of 1787."

Ans. (a) Bounded on the south by the Ohio River, on the west by the Mississippi, on the north by the British possessions, and on the east by Virginia and Pennsylvania. (b) Slavery was forever prohibited.

243. Give an account of the settlement of one of the following states: Ohio, Kansas, Oklahoma.

Ans. A settlement was made at Marietta, Ohio, in 1788, but colonization was hindered by the hostility of the Indians. After several unsuccessful expeditions had been made against the Indians, General Wayne defeated them and made a treaty with their chiefs. After this settlements were made rapidly.

244. Mention an important service rendered by each of the following: Alexander Hamilton, Benjamin Franklin, Baron Steuben, John Adams, Thomas Jefferson.

Ans. Alexander Hamilton, as secretary of the treasury, reorganized the finances of the government on a sound basis. Benjamin Franklin secured the assistance of France during the Revolution. Baron Steuben, a famous German officer, trained the American soldiers in the Revolution. John Adams was the first United States minister to England. Thomas Jefferson framed the Declaration of Independence.

245. Give an account of two of the following, touching on causes and results: (a) Shays's Rebellion, (b) the Whisky Insurrection, (c) Dorr's Rebellion, (d) the Anti-rent Rebellion.

Ans. (a) At the close of the Revolution the people of the United States had few manufactures and were obliged to import most manufactured goods from Europe. This caused the specie to be taken out of the country and soon there was none in circulation. This left the people without money to pay wages, or buy food and clothing and led to a demand that the states should print paper money and loan it to their citizens. The refusal of the legislature of Massachusetts to do so led to an uprising, headed by Daniel Shays. This uprising was put down, but the people were convinced that they needed a stronger government than that afforded

by the confederation. (b) The farmers living about Pittsburg, Pa., in 1794 found it profitable to grow rye and make it into whiskey on their own farms. When the U. S. revenue officers came to collect the tax, they were driven away. The farmers resisted arrest by the courts. Washington put down the insurrection with the militia. This action was important in that it showed that the Constitution and the federal laws must be obeyed. (c) There was a revolt in Rhode Island in 1842 against the old colonial charter under which the state had always been governed. After a brief military contest known as Dorr's Rebellion, the revolt was defeated, though a new constitution was adopted in consequence of it. (d) The tenants of the Van Rensselaer and other patroon estates in New York started an anti-rent movement in 1842. It was settled by the landlords selling the estates at a reduced valuation and giving the purchasers a freehold title. This put an end to the patroon system.

246. What party was in power from 1789 to 1801? Mention one of the prominent political topics of the time and state the attitude of the dominant party toward that issue.

Ans. The Federalists. They were in favor of a strong central government. (Other correct answers may be given.)

247. What important recommendations did Washington make in his Farewell Address regarding (a) national aid to education, (b) the provision of suitable military defense, (c) relations with foreign governments?

Ans. (a) He advocated the establishment of schools for the enlightenment of the public. (b) He advised that due provision for defense should be made and that the United States maintain a larger navy. (c) The United States should keep good faith with foreign nations and remain neutral.

248. Relate the circumstances under which Washington was called to take command of the army after his retirement from the presidency. How was the expected war averted?

Ans. The war which was imminent between England and France when the United States purchased Louisiana, shortly afterward broke out with terrible fury. Though Americans warmly sympathized with France, our government maintained neutrality. This did not suit the French directory. Our flag was insulted, vessels captured and our ministers were refused an audience unless a bribe should be paid. Orders were issued to raise an army and Washington was appointed commander-in-chief. Napoleon becoming first consul of France, war was averted.

249. Concerning what questions of treaty was John Jay sent to England, in Washington's administration? (b) How was Jay's treaty received by the people of this country?

Ans. (a) The impressment of American seamen by the English, and the question of debts owed by Americans to the English. (b) The treaty was very unsatisfactory to many people, as it arranged for the payment of the debts, while it left the question of impressment still unsettled.

250. (a) What great American invention was made during the administration of Washington? (b) What effect did this invention have on the subsequent industrial and social life of the country?

Ans. (a) Cotton gin. (b) Increased enormously the production of cotton, enriched southern planters, stimulated manufacturing and commerce, and also made slavery more profitable to the South.

251. Write on the quarrel between the United States and France in the administration of John Adams, touching on (a) causes, (b) preparations for war in the United States, (c) final settlement.

Ans. (a) The French were enraged because the United States did not take sides with them in their contest with England. They captured our merchant vessels and insulted our representatives to their country. (b) The American army and navy was increased and active preparations for war were made. (c) Napoleon became first consul of France and negotiated a treaty which restored peace with the United States.

252. Give two reasons why John Adams was less popular at the end of his presidential term than at the beginning.

Ans. John Adams appointed a new minister to France without the approval of his cabinet or party who considered that France, the offending party, should make the first move toward peace. This led to the fall of the Federalists. The passage of the Alien and Sedition laws added to his unpopularity.

253. What unpopular laws were enacted during the administration of John Adams? What objects were to be secured by these laws?

Ans. The Alien and Sedition laws. To keep out of the country foreigners who were suspected of inciting opposition to the government and to prevent the publication of anything calculated to bring the President or Congress into contempt.

254. Give a brief account of the causes and the results of the war with Tripoli during Jefferson's administration.

Ans. The Tripolitans were pirates, captured ships, and held the persons taken on them for ransom or made them slaves. The American government had paid tribute to prevent this. Finally a demand was made, under the threat of war, for a present. An American fleet bombarded the city of Tripoli, thoroughly humiliated the Tripolitans and put an end to the capture of American ships and the levying of tribute.

255. What was notable about the inauguration of Jefferson as to (a) the city in which it took place, (b) the character of the ceremonies?

Ans. Inaugurated in Washington. Ceremonies noted by their simplicity as compared with previous inaugurals. He was the first president inaugurated in the city of Washington.

256. Who became president during the first year of the present century; (b) what change in the supremacy of political parties accompanied the change in presidency?

Ans. (a) Thomas Jefferson; (b) from Federalist to Republican (Democratic).

257. What official position did Aaron Burr hold at the time of the duel with Hamilton? For what treasonable scheme was Burr afterwards brought to trial?

Ans. Vice-president. For an attempt to establish a separate government west of the Mississippi.

258. Describe two important events in the administration of Jefferson. Show the importance of each.

Ans. The purchase of Louisiana from the French in 1803, gave the United States a region west of the Mississippi of unknown extent. From it have been formed many states, rich in agricultural and mineral products. In 1807 Robert Fulton, American, constructed the first successful steamboat, the Clermont. It made a trip up the Hudson from New York to Albany, in thirty-two hours. This was the beginning of steam navigation for America.

259. What measures for the protection of American shipping were taken (a) in the administration of Jefferson, (b) in the administration of Madison?

Ans. (a) The Embargo Act forbade trade with any foreign country and was intended to injure France and England which countries had interfered with American shipping. The act hurt American trade more than that of England and France and it was repealed. The Non-Intercourse Act was passed restoring trade with all countries but France and England. (b) A tariff law was passed to protect manufacturers.

260. Mention an important event in the administration of each of the following: (a) Jefferson, (b) Monroe, (c) John Quincy Adams. Show the importance of one event mentioned.

Ans. Jefferson, war with Tripoli; Monroe, establishment of the Monroe Doctrine; John Quincy Adams, Erie Canal completed. The Monroe Doctrine was given to Congress as the message of the President because Russia was trying to get land in North America. It was to the effect that the attempt of

any European nation to secure territory in America would be considered an unfriendly act and the cause of a declaration of war.

261. Give an account of the Louisiana Purchase.

Ans. Louisiana was purchased of France for fifteen million dollars. France sold it to us because she was having war with England, and was afraid if England won she would have Louisiana. It increased the extent of our territory, it gave us free navigation of the Mississippi river, it gave us fertile valleys and a great agricultural region and prevented any foreign powers from claiming it. It is bounded on the north by forty-ninth parallel, on the east by the Mississippi River, on the south by Gulf of Mexico and New Mexico, on the west by the Rocky Mountains.

262. Give an account of Eli Whitney's invention and its results.

Ans. Eli Whitney invented a cotton gin which separated the seeds from the cotton, and could clean one thousand pounds of cotton in a day, while the slave could clean but one pound. As a result cotton growing was made more profitable and cotton manufacture was greatly stimulated. Slavery was indirectly increased.

263. Give a brief account of the territorial gains made by the United States between 1812 and 1870.

Ans. Bought Florida of Spain after the Seminole War. Secured California, New Mexico and undisputed possession of Texas by the Mexican War. Obtained the Oregon territory by a treaty with England.

264. Give a brief account of the foreign complications and enactments which greatly injured the foreign commerce of the country during the administration of Jefferson.

Ans. England and France were at war. England by her Orders in Council forbade all trade with ports subject to France. Napoleon by the Berlin and Milan decrees forbade trade with English ports. By these acts American commerce was almost ruined.

England claimed and exercised the right to search American ships and impress seamen who had ever been British subjects. The Barbary pirates captured some American ships and imposed tribute on American commerce.

265. Mention and explain two benefits gained by the purchase of Louisiana.

Ans. It gave us control of the Mississippi River which is the natural outlet for the products of the Mississippi valley. It prevented this vast territory from falling into the possession of England as the result of the wars with Napoleon. This would have prevented the expansion and growth of the United States and involved us in difficulties with England.

266. Name four states that have been formed from the Louisiana Purchase.

Ans. Louisiana, Arkansas, Iowa, Nebraska.

WAR OF 1812.

267. Mention the three principal grievances set forth in Madison's message as sufficient reasons for declaring war against England. Mention two statesmen who urged the administration to recommend war.

Ans. Inciting Indians to attack our frontiers; interference with trade by "Orders in Council" and impressment of our seamen. John C. Calhoun and Henry Clay.

268. Mention some point at which the United States was invaded during the War of 1812, along (a) the northern border; (b) the Atlantic coast, (c) Gulf coast.

Ans. (a) Lake Champlain, (b) Chesapeake Bay, (c) New Orleans.

269. Show how the United States was affected by the War of 1812, as to (a) standing among nations, (b) domestic relations, (c) new industries, (d) commerce.

Ans. (a) The naval victories of 1812 made us the equal of any maritime power. (b) At home the war aroused a national sentiment and consolidated the Union. It fixed our independence. (c) The non-intercourse acts made new industries a necessity. (d) After the war commerce steadily increased.

270. Write on one of the following: (a) the battle of Lake Champlain (1814), (b) the Anti-rent troubles, (c) the origin of the Free-soil party.

Ans. MacDonough had a small fleet of gunboats on Lake Champlain. As the British fleet drew near a pet game cock of the Americans flew on one of the guns, flapped his wings and gave a cry of defiance, this encouraged the men and they fought so well that the British had to flee. This ended the invasion from Canada.

271. Name an important event of the war of 1812 that occurred on (a) Atlantic coast; (b) Gulf coast; (c) Canadian frontier.

Ans. (a) Battle between Guerriere and Constitution. (b) Battle of New Orleans. (c) Perry's victory on Lake Erie.

272. Mention five important events of the War of 1812. Give an account of one event mentioned.

Ans. Naval battle between the Constitution and the Guerriere, naval battle between the Shannon and the Chesapeake, battle of Lake Erie, burning of Washington by the British, battle of New Orleans. The battle of Lake Erie was one of the most important battles of the war. Perry's great victory over the British fleet gave us control of Lake Erie and contributed much to our final success in the war.

273. What was Jefferson's attitude toward the maintenance of a strong navy and what was the condition of the navy of the United States at the outbreak of the War of 1812?

Ans. Jefferson never favored a navy. He had been so bent on paying the national debt that he used all his influence against building a strong navy. The United States navy contained only twelve

small, but well-built vessels to England's one thousand vessels, many of which were large and powerful.

274. Give an account of the following: (a) Perry's victory on Lake Erie, (b) the battle of New Orleans (1815).

Ans. (a) Hull's surrender of Detroit to the British in 1812 and the unsuccessful attempts to invade Canada caused American affairs in that region to be in desperate straits. In the fall of 1813 Capt. O. H. Perry, who had built a small fleet on Lake Erie, completely defeated a superior British naval force near Sandusky. This victory gave us control of Lake Erie and opened the way for the American army under Harrison to advance and capture Detroit. (b) The British directed their final efforts in the War of 1812 to an attack on the United States in the South. Jackson, believing that New Orleans was their objective point, hastily fortified that city. The British also on their arrival threw up fortifications. General Pakenham, the British leader, assaulted the American works, Jan. 8, 1815, but the unerring fire of Jackson's sharp-shooters compelled the British to withdraw their forces with great loss. Jackson's loss was only eight killed and thirteen wounded. This battle ended the British invasion of Louisiana and closed the war.

275. Describe, stating result, a naval engagement of the War of 1812.

Ans. Captain Perry built a fleet of war vessels on Lake Erie and set out to recapture Detroit. The British and American fleets met in an engagement in September, 1813. During the battle, which raged three hours, the Lawrence, Perry's flag-ship, was badly shattered and was sinking, when Captain Perry and his men got into a row boat and rowed to the next ship, the Niagara. He had with him his flag, on which was the motto: "Don't give up the ship!" and he hoisted it over the Niagara. He gave signal for close action, and in eight minutes the battle was won. Later he sent the following dispatch to Gen. Harrison: "We have met the enemy and they are ours." The enemy soon left Detroit, and we gained possession of Michigan and Lake Erie.

276. Why did the War of 1812 bring about a desire for a protective tariff?

Ans. During the war as trade with foreign countries was interrupted, many manufactures were started in America. At the close of the war those interested in such manufacturing asked protection that they might continue.

277. Mention as connected with the War of 1812 (a) three important American victories, (b) two serious American disasters, (c) Give an account of one event mentioned.

Ans. (a) Battle of Lake Erie, 1813. Battle between the Constitution and Guerriere on the Atlantic coast, 1812. Battle of Lundy's Lane, 1814. (b) Battle of Queenstown Heights, 1810. Sea fight of the Essex against two English vessels, 1813, in the Harbor Valpariso, S. A. (c) The battle between the Constitution and the Guerriere was one of the most famous naval battles of the war, and resulted in an American victory. The American frigate, the Constitution, under the command of Captain Issac Hull, engaged the British frigate, Guerriere on the Atlantic 800 miles east of Boston. After a half hour's deadly fighting the Guerriere was totally disabled, struck her colors and surrendered. Seventy-nine of the English and fourteen of the Americans were killed. The result of the engagement showed that an Amrican ship not only dared to engage, but could defeat a British vessel.

278. When and under what circumstances did the United States acquire Florida? Mention any previous changes in jurisdiction over this territory.

Ans. During the war of 1812, Florida had been in a state of anarchy and the Seminole Indians molested the Georgia frontier. Since Spain could not or would not maintain order, Andrew Jackson invaded Florida and took possession. This caused opposition in Congress and the matter was adjusted by purchasing Florida from Spain for five million dollars. Florida belonged to Spain by right of discovery and settlement till 1763, when it was ceded to Great Britain who held it till 1783, when it was ceded to Spain.

279. Give an account of the battle of New Orleans and state its result. What was the moral effect of this battle?

Ans. The battle of New Orleans was fought in Louisiana. The American commander, Jackson; the British commander, Pakenham. The result was a disastrous defeat for the British. The indomitable energy and courage of the Americans surprised the British and won their respect. Since that time, in spite of temporary disagreements, there has been peace between the two English-speaking nations.

280. What was the nature of the difficulty along the borders of Georgia and Florida which Andrew Jackson was sent to settle in 1817?

Ans. Trouble with the Seminole Indians, who aided by runaway negroes, began murderous depredations upon the frontier settlements of Georgia.

281. Tell how the United States obtained possession of Florida.

Ans. In 1818, General Jackson entered Florida, a Spanish possession, to punish the Seminole Indians for their depredations. Spain opened negotiations and in 1819, to avoid further trouble between the people of Florida and Georgia, sold Florida to the United States for $5,000,000.

282. (a) In whose administration and upon whose recommendation was a United States bank first established? (b) What president vetoed the bill for the renewal of the charter of this bank?

Ans. (a) Washington's; Hamilton's. (b) Jackson.

283. State the cause and the results of the war with Tripoli, and tell in whose administration it occurred.

Ans. The war with Tripoli occurred in Jefferson's administration. It was caused by the capture of American ships by Tripolitan pirates and by the refusal of the American government to make a present demanded by the Bashaw of Tripoli. The Tripoli-

tans were forced to sue for peace. The war served as a preparation for the War of 1812.

284. How was John Quincy Adams chosen president? Describe a great public improvement that was completed and one that was begun in his administration.

Ans. By the House of Representatives. Erie Canal connecting the Hudson River with the Great Lakes at Buffalo. The Baltimore and Ohio railroad, which was the first road of the kind in America and was constructed specially for carrying passengers and merchandise.

285. Mention an important fact concerning the election as president of each of the following: John Quincy Adams, Rutherford B. Hayes.

Ans. Neither of the candidates received a majority of the electoral votes and the House of Representatives finally chose John Quincy Adams president. Rutherford B. Hayes received only one more electoral vote than his opponent. An electoral commission investigated the facts and decided in favor of Mr. Hayes.

286. (a) Mention two important events of Andrew Jackson's administration. (b) Give a brief account of one of the events mentioned.

Ans. (a) Nullification, and failure of the bill to recharter the bank of the United States. (b) Jackson did not believe in the National Bank. He attacked it in his message, caused the secretary of the treasury to cease depositing the public revenue in the bank, and vetoed the bill to renew its charter, and so it ceased to exist as a government institution.

287. Mention an important event bearing on the slavery question in each of the following periods: (a) 1815 to 1825, (b) 1845 to 1855.

Ans. (a) Missouri Compromise. (b) Omnibus Bill, Fugitive Slave Law, Wilmot Proviso, Kansas-Nebraska Bill.

288. State how each of the following events tended either to allay or incite the agitation of the slavery question: (a) the Missouri Compromise, (b) John Brown's raid.

Ans. (a) The Missouri Compromise, by permitting slavery in Missouri, conciliated the South, and by prohibiting it from all other territory north of 36 degrees 30 seconds satisfied the North. The Compromise thus caused a lull in the strife. (b) John Brown's raid tended to incite the agitation of the slavery question, because the South regarded it as an exponent of northern feeling.

289. Mention three prominent political issues before the country between 1820 and 1950.

Ans. The slave question as involved in the Missouri Compromise of 1820 and the Omnibus Bill in 1850. The principles involved in the nullification acts in 1832. The issue involved in the fight with the United States Bank. The question of the internal improvements.

291-292. Give an account of the following. (a) origin and significance of Mason and Dixon's line, (b) the development of the national flag, (c) the Missouri Compromise, (d) how California became a state in the Union.

Ans. (a) The dispute between Maryland and Pennsylvania about the boundary line was settled by a survey made by Surveyors Mason and Dixon. When slavery was abolished by the North Atlantic States, this line became the division between the free and slave Atlantic States. (b) The flags, between 1775-1777, were of at least a dozen different patterns. Washington used one at Cambridge, the pattern of which was suggested by the ensign of the East India Company—13 alternate red and white stripes and the red cross of St. George. Washington substituted the British Union Jack for the cross. After the Declaration of Independence the stars took the place of the Union Jack, and this was adopted by Congress, provision being made also for the adoption of a new star for every new state. (c) The Missouri Compromise was a law passed by Congress admitting Missouri as a slave state, but

prohibiting slavery in all other territory north of parallel 36 degrees, 30 seconds and west of the Mississippi. (d) By the Compromise of 1850, California came in as a free state.

292. Define the boundaries of the Oregon country, the ownership of which was in dispute between the United States and England in 1844.

Ans. The United States claimed the territory west of the Rocky Mountains from the northern boundary of California to the parallel of 54 degrees, 40 seconds. Great Britain claimed that the Columbia River was the southern boundary of her possessions in this region.

293. What was the attitude of each of the two political parties between 1830 and 1850 on each of the following questions: (a) internal improvements; (b) United States Bank; (c) protective tariff?

Ans. (a) Whigs for, Democrats against, (b) Whigs for, Democrats against; (c) Whigs for, Democrats against.

294. What effect did the panic of 1837 have upon the presidential election of 1840?

Ans. It defeated VanBuren, and caused the election of Harrison and Tyler, the Whig candidates.

THE MEXICAN WAR, 1846-1847.

295. Give an account of the Mexican War, touching on (a) remote cause, (b) immediate cause, (c) resulting territorial gains.

Ans. The remote cause was the desire of the southern states to obtain more territory for slave states. The immediate cause was the dispute in regard to the boundary line between Mexico and Texas. Texas had been a part of Mexico and the boundary line had never been definitely settled. There was a small strip of land that both claimed. The President of the United States sent troops to keep the land and the Mexicans attacked them. The United States then declared war. The result of the

war was that the boundary was fixed at the Rio Grande and Mexico ceded California to the United States.

296. Give an account of the dispute that arose over the admission of California as a state.

Ans. The war with Mexico was fought chiefly to gain more territory for slavery. California, the first state formed from this territory, asked to be admitted as a free state. The people of the South would not consent to its admission as a free state. The North just as strongly urged its admission as free. After a long dispute they finally agreed on a compromise, called the Compromise of 1850. One of the provisions of this compromise was that California should be admitted as a free state.

297. Give a short account of Scott's invasion of Mexico, noting (a) the point of entrance, (b) the general direction of march, (c) his objective point, (d) the result of the expedition on the course of the war.

Ans. General Scott attacked Vera Cruz with a naval force in March, 1847. He proceeded inland in a westerly direction, his objective point being the city of Mexico. His capture of this city was the decisive point in the war.

298. Tell how the war with Mexico was brought about. What did the United States gain by this war?

Ans. A disagreement with Mexico as to the boundary between Texas and Mexico caused the war. United States troops occupied the contested strip of land and were attacked by the Mexicans. The United States gained California, New Mexico and the disputed land in Texas.

299. How did the United States obtain California? What industry led to the rapid settlement of California? What industry has grown up in California since the Civil War?

Ans. By the Mexican War. Gold mining. Orange and grape culture.

300. State fully the cause of the war between the United States and Mexico.

Ans. Mexico claimed Texas and was opposed to its annexation by the United States. The western boundary of Texas was unsettled. Mexico claimed that it was the Nueces River; Texas, that it was the Rio Grande. Taylor was ordered to take possession of the disputed territory. He crossed the Nueces River, came into collision with the Mexicans, and war followed.

301. (a) Under whose leadership did Texas acquire its independence of Mexico? (b) How did Texas become a part of the United States?

Ans. (a) Samuel Houston. (b) It was annexed by an act of Congress.

302. Mention two men prominent in the acquisition of California during the war with Mexico. Name two American generals most prominent in the conquest of Mexico.

Ans. Fremont and Stockton. Taylor and Scott.

303. Give an account of General Taylor's campaign in the Mexican War.

Ans. While the dispute regarding territory was unsettled and before the declaration of war was made by either country, General Zachary Taylor entered the disputed territory and engaged the Mexican army. The two first engagements were at Palo Alto and Resaca de la Palma and in both the Mexicans were easily defeated. Taylor then captured Matamoras and a little later Monterey after a bloody seige. General Taylor was then ordered to send more than half his army to General Scott, who was proceeding to Vera Cruz by sea. With but 5,000 men left, he won a complete victory over Santa Anna's army of 20,000 men at Buena Vista, in February, 1847. This was the last service of General Taylor in the Mexican War.

SLAVERY AND CONDITIONS LEADING UP TO CIVIL WAR.

304. Name two accessions of territory that were made by the United States in the decade between 1844 and 1854.

Ans. Any two of the following: Texas, Oregon Territory, Mexican Territory. The Gadsden purchase.

305. (a) What was the Wilmot Proviso? (b) Give three provisions of the Omnibus bill.

Ans. (a) A bill proposed in Congress by Wilmot, which provided that slavery should be prohibited in all territory acquired as a result of the Mexican War. (b) California should be admitted as a free state. Slave trade should be prohibited in the District of Columbia. A new and more effective fugitive slave law should be passed.

306. What was the decision of the United States Supreme Court in the Dred Scott case as to (a) the Missouri Compromise; (b) the status of Dred Scott; (c) the rights of slave holders in relation to their slaves?

Ans. (a) It was unconstitutional; (b) he was not a citizen and could not sue in the United States courts, (c) they could take their slaves into any territory, just as they could their horses or cattle, without losing property rights to them.

307. (a) What was the principal question at issue in the admission of new states into the Union prior to 1860? (b) How was the difficulty usually adjusted?

Ans. (a) Whether they should enter the Union as slave or free states. (b) Generally by compromise. At first the admission of a free state was offset by the admission of a slave state at the same time.

308. Give an account of the Dred Scott decision and show how it affected an important provision of the Missouri Compromise. State the effect of this decision on political parties in the North.

Ans. Dred Scott was a slave of an army surgeon. Scott's master was called up north in free territory and took Scott with him. He lived in free territory for many years. When he was north he met other negroes, who like himself, had lived in slave territory. After a few years Scott's master went south into slave territory, and Scott declared he was free, because he had been in free territory. The case was taken to the Supreme Court which decided that Dred Scott was still a slave that a slave was like a piece of property and could be taken into any territory.

This declaration was in direct opposition to the Missouri Compromise, because in the Missouri Compromise, slavery was forbidden north of the southern boundary of Missouri, and west of the Mississippi River except Missouri. The North was very much disheartened at this as it removed the last barrier and they thought now that slavery would be in all the states. It caused a split in the Democratic party and a new party sprang up.

309. Write on the following topics: (a) the Kansas-Nebraska Bill, (b) the contests between the friends and opponents of slavery in Kansas and in Congress, (c) the appearance of a new political party in 1858, (d) the political campaign of 1860.

Ans. (a) The Kansas-Nebraska bill virtually repealed the Missouri Compromise, and organized the territories of Kansas and Nebraska under the doctrine of squatter sovereignty, i. e., the right of the inhabitants to decide whether a state should come into the Union free or slave. (b) The North sent anti-slavery men to Kansas; the South sent pro-slavery men. At the elections Missourians crossed the border and voted down the free state men. Two governments finally existed; actual warfare began. Kansas applied for admission as a free state. Against the wish or action of the free settlers the pro-slavery Constitution was sent by Buchanan to Congress, urging the admission of Kansas as a slave state. Senator Douglas, with the aid of Northern Democrats, defeated the attempt, and Kansas remained a territory until 1861. (c) The party opposed to the extension of slavery had reached such strength that in 1856 a new party, called the Republican party, was organized. Fremont, the Republican nominee for president, was defeated, and the

Democrat, Buchanan, was elected. (d) In 1860 there were four candidates in the field: Breckenridge advocating "state rights," Douglas, squatter sovereignty, Bell for "preservation of the Union," Lincoln for non-extension and also non-interference with slavery. The two former were Democratic parties, the third "Know Nothings," the last, Republican.

310. Of the states west of the Mississippi, admitted to the Union previous to the Civil War, name (a) two slave states, (b) two free states. (c) Name a territory, the admission of which with or without slavery was still pending.

Ans. (a) Slave states: Texas, Arkansas, Missouri. (b) Free states, California, Iowa. (c) Pending, Kansas, Nebraska.

311. What was the question under discussion which delayed the admission of California into the Union? About what year was the state finally admitted?

Ans. Slavery. About 1850.

312. Give reasons (a) why the people of the North opposed slavery, (b) why the people of the South favored it.

Ans. (a) In the North the right of personal liberty was strongly maintained and slave holding was considered as sin. Northern industries did not require slave labor; (b) slave labor was considered necessary to tobacco, rice and cotton raising, the chief industries of the South. The South had become accustomed to slavery and did not consider it morally wrong.

313. Tell what is meant by each of the following: (a) secession of the southern states, (b) the blockade of southern ports, (c) the Dred Scott decision.

Ans. (a) The secession of the southern states was the withdrawal of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, Texas, Tennessee, Arkansas, North Carolina, Virginia from the Union. (b) The blockade of the southern ports was the clos-

ing of the ports from the Chesapeake Bay to the Rio Grande to commerce. (c) The Dred Scott decision decided that negro slaves were property, not persons; that a slave holder could take a slave from one state to another, even into a free state without making him free.

314. (a) What was one of the leading principles or legislative acts of the Whig party? (b) Mention a president or candidate for the presidency of that party.

Ans. The Whig party advocated a protectice tariff, internal improvements, and upheld the National Bank. Whig presidents were Harrison, Taylor, Tyler and Fillmore. Candidates for presidency, Scott, Clay and White.

315. (a) What was one of the leading principles or legislative acts of the Democratic party from 1830-1860? (b) Mention a president or a candidate for the presidency of that party during that time.

Ans. (a) No tariff for protection; state rights; annexation of Texas; the fugitive slave law; the sub-treasury bill; the Kansas-Nebraska bill. (Any one of the above may be given.) (b) Jackson, Van-Buren, Polk, Pierce and Buchanan were the presidents; Cass, Douglas, Breckenridge (candidates). (Any one of the above.)

316. Assuming that the Oregon territory was not a part of the Louisiana Purchase, (a) by what right did the United States claim that territory? (b) What was the meaning of the political cry "fifty-four forty or fight," in connection with that territory?

Ans. (a) By right of exploration, settlement, treaty or purchase. (b) It was a political war cry. We must have 54 degrees, 40 minutes north latitude for our northern boundary, or we would go to war with England.

317. Give an account of the circumstances that first enabled the present Republican party to win a presidential campaign.

Ans. The Republicans and the Abolitionists united their strength in support of Lincoln in 1860, while the northern and southern Democrats could not agree and therefore divided the strength of the party between two candidates.

318. State one immediate cause and one remote cause of the secession of South Carolina. What preparations for war were made by the South in Buchanan's administration?

Ans. An immediate cause of the secession of South Carolina was the election of Lincoln and a remote cause was a difference in construction placed upon the Constitution by the North and South. The South prepared for war by seizing gun powder and supplies for war.

319. Mention the states that seceded during Buchanan's administration. Show what was done by these states to establish a new government.

Ans. The states that seceded during Buchanan's administration were South Carolina, Mississippi, Florida, Alabama, Georgia and Texas. Delegates from six of these states met at Charleston, S. C., and made a set of laws modeled after the Constitution. They elected Jefferson Davis for their president, and Alexander Stephens for vice-president and removed the capital to Richmond, Va.

320. Who was president at the time that South Carolina (a) declared the tariff laws null and void; (b) seceded from the Union? (c) State the attitude of the president toward the state in each case.

Ans. (a) Jackson. Buchanan. (b) Jackson took a decided stand against the convention in South Carolina and sent troops to collect the revenues. Buchanan did nothing.

321. Give an account of the following: Nullification in South Carolina, John Brown's raid.

Ans. (a) The South was an agricultural country and the tariffs of 1828 and 1832, were extremely unpopular there, since they added considerably to the cost of manufactured goods received by them in exchange for raw products. In December, 1832, South

Carolina through a state convention, convened to consider the matter, declared that the Federal tariff laws were null and void, forbade the collection of taxes and threatened to secede from the Union if resisted. President Jackson issued a proclamation that the Federal laws must be obeyed and he sent troops to Charleston that they might assist in enforcing the laws if necessary. (b) In 1859 the whole country was startled by an attempt of John Brown to incite the slaves to an insurrection. With a band of only about 20 men he seized the United States arsenal at Harper's Ferry, on the Potomac, in Virginia and attempted to liberate the slaves in that vicinity. He expected that the slaves would join him and follow him as leader, but in this he was mistaken. He was soon overpowered and at the same time several of his men were killed. He was tried by the Virginia courts, convicted and executed. The effect of this raid was to widen still more the breach between the North and South.

322. Describe the origin and status of the "poor whites" of the South.

Ans. The class of poor whites arose as the result of slavery and the peculiar industries of the South. They were outcasts socially, whom even the negro slaves held in contempt, and they had no opportunity to improve their condition.

323. Describe the home of a southern planter before the Civil War.

Ans. Southern homes were of simple architecture with large rooms. In the country the kitchen was spacious and here the family assembled around the immense fire-place. Here the home life centered. The furniture was substantial and of dignified pattern. Comfort and usefulness were the keynotes of the home.

324. Explain the term abolitionist as used in our political history. Mention two of the most prominent abolitionists.

Ans. Those who believed in the complete abolishment of slavery. Wm. Lloyd Garrison, Wendell Phillips and Theodore Parker. (Other names may be given.)

CIVIL WAR PERIOD.

325. (a) Mention two causes of the Civil War. (b) Draw a map of the southern states and on it indicate three points specially guarded in enforcing the blockade. Show why each was important.

Ans. (a) Slavery and the doctrine of states' rights. (b) See text-book for map. Charleston, Savannah and Mobile. Each of these cities was a center for the exportation of cotton and receipt of supplies for the armies and the homes.

326. Show by map the territory under control of the Confederates and of the Federals in January, 1863.

Ans. See text-book for map. Virginia, North Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Arkansas, Louisiana and Texas were under control of the Confederates and all the rest of the United States under the control of the Federals.

327. (a) Explain the meaning of the term drafting in connection with the affairs of war. (b) At what period in the Civil War was the draft resorted to?

Ans. Drafting was a means of compulsory enlistment in the army. It was resorted to in 1863, in the Civil War, when the voluntary enlistment was inadequate.

328. The famous Kentucky and Virginia resolutions of 1798 declared that, when the federal government exceeded its rights, states could unite in refusing obedience. When and how was this question of the right of states settled?

Ans. In 1861-1865, by the Civil War.

329. What was the order of the following events of the Civil War: the opening of the Mississippi River, the capture of Fort Donelson, the capture of New Orleans, the siege of Vicksburg?

Ans. Capture of Fort Donelson, capture of New Orleans, siege of Vicksburg, opening of Mississippi River.

330. (a) In what state was the battle of Antietam? (b) What movement on the part of the southern army led to that action? (c) What was the result of the engagement?

Ans. (a) Maryland. (b) The invasion of Maryland by the Confederate army. (c) The Confederate army was repulsed.

331. Locate Chattanooga and state the effect of the battle of Chattanooga on the course of the Civil War.

Ans. Chattanooga is in the southeastern part of Tennessee. Bragg's army was defeated and the Confederacy was practically cut down to four states, viz.: Georgia, North Carolina, South Carolina and Virginia.

332. What was the special advantage of location which in each case made the following places important points in the Civil War: (a) Fort Sumter; (b) Island No. 10; (c) Fortress Monroe?

Ans. (a) Protected Charleston and harbor. (b) It controlled the navigation of the Mississippi. (c) It guarded the entrance to Chesapeake Bay, James River and Hampton Roads.

333. Show the effect in the Civil War of (a) the blockade, (b) the opening of the Mississippi, (c) Sherman's march to the sea.

Ans. The blockade in the Civil War prevented the South carrying on commerce or receiving aid from abroad. The opening of the Mississippi cut the Confederacy in two parts, captured the largest cotton market, and prevented them from shipping cotton abroad. Sherman's march to the sea cut the eastern Confederacy in two parts, destroyed the city where the supplies were kept and made it easy to capture the southern capital.

334. Mention three important naval engagements in the Civil War and state a result of each.

Ans. (a) Battle between Monitor and Merrimac. The defeat of the Merrimac saved from attack and probable destruction a large part of our navy. (b) Battle of New Orleans gave control of the Mississippi as far as Vicksburg. (c) The sinking of the Alabama stopped the seizing of many merchant ships.

335. What was the object and the result of the Peninsular campaign of the Civil War?

Ans. (a) The object was to take the city of Richmond. (b) The army failed to take the city, and was recalled to defend Washington against a raid made by the Confederate troops.

336. Mention three important battles of the Civil War and give an account of one of them.

Ans. (Answers will vary.) Vicksburg, Gettysburg, Merrimac and Monitor. The battle of Gettysburg was fought in Pennsylvania by the Union army under Meade and the Confederate under Lee. It was a Union victory, and put an end to the proposed northern invasion.

337. Write an account of the "Trent affair" and state what international difficulty it caused.

Ans. England and France had recognized the Confederate states as "belligerents." Mason and Slidell had been appointed ambassadors to Europe to represent the Confederate states, and they succeeded in escaping the northern blockade on the southern coast. They took passage for Europe on the British steamer, Trent. Charles Wilkes, of the United States war vessel, San Jacinto, overtook the Trent after it had left St. Thomas, West India, and demanded the surrender of these two men. The surrender was refused, but Captain Wilkes notified the Trent that he would fire into the vessel if the men were not surrendered. The Trent was stopped and Wilkes entered it, taking Mason and Slidell to his vessel and bringing them to the United States. Captain Wilkes exceeded his authority in this matter, and his action aroused the indignation of the British government when the facts were reported to that

country. Great Britain immediately demanded the surrender of Mason and Slidell from this country, to which our government acquiesced.

338. (a) What Union victories of the Civil War were won during the first four days of July, 1863? (b) What general was in command of the Union forces in each of these victories?

Ans. (a) Gettysburg and Vicksburg. (b) General Meade at Gettysburg and General Grant at Vicksburg.

339. What event of the Civil War is given as (a) the first military engagement; (b) the one in which the first blood was shed; (c) the first great battle?

Ans. (a) Attack on Fort Sumter. (b) Riot in the streets of Baltimore. (c) Bull Run.

340. (a) What is a blockade? (b) What was the effect of the blockade on the South during the Civil War?

Ans. (a) A fleet of war vessels guarding the port of an enemy to prevent passage of vessels. (b) This prevented the South from selling their produce to European nations and also in receiving war supplies.

341. Show the importance of two of the following in the Civil War: (a) the first battle of Bull Run, (b) the capture of New Orleans, (c) the capture of Atlanta.

Ans. (a) The first battle of Bull Run showed McClellan how green and raw our troops were; it also showed that there would be plenty of fighting before the rebellion was put down; it also made the North feel that they ought to wipe out this defeat with a victory. (b) The capture of New Orleans opened up the Mississippi River as far as Vicksburg and Port Hudson. Our gunboats and mortars could pass up the river and supplies could be carried to our forces operating against Vicksburg and Port Hudson.

342. Name three important northern victories of the Civil War. Give two important results of the Civil War.

Ans. Three northern victories were Shiloh, Gettysburg, Missionary Ridge. Two important results of the Civil War were the abolition of slavery and the settlement of the question of states' rights.

343. Mention five important events of the Civil War and show the importance of each.

Ans. (a) The victory of the Monitor over the Merrimac. This prevented the latter from going up the Potomac and destroying Washington. (b) The capture of New Orleans. This opened up the lower part of the Mississippi River to navigation and divided the Confederacy. (c) The battle of Gettysburg. This battle was the turning point of the Civil War. The Confederates lost heavily. If they had been successful they might have received aid from an uprising of northern sympathizers. (d) The capture of Atlanta and Savannah. This destroyed the South's best factories and cut off an important source of supplies. (e) The capture of Richmond. This broke the rebellion.

344. State what attempts Lee made to invade the territory of the North. Mention a battle of each invasion and give the result of each attempt.

Ans. After the second battle of Bull Run in 1862, Lee crossed the Potomac and entered Maryland, hoping to secure volunteers for his army. McClellan pursued him and, fighting the battle of Antietam, caused Lee to retire across the Potomac into Virginia. After the battle of Chancellorsville in 1863, Lee determined to make a second invasion of the North. He crossed the Potomac and advanced into Pennsylvania. The Union army under Meade, having followed Lee, fought and won the battle of Gettysburg. Lee was forced to retreat southward and recross the Potomac. This decisive battle was the turning point of the Civil War.

345. State what attempts were made to take Richmond and why the leaders of the North were anxious to take that city.

Ans. During the Civil War the cry of the North was: "On to Richmond." Thus Richmond became the objective point of the campaigns of the army of the Potomac under McDowell, McClelland and their successors. Since it was the capital of the Confederacy, its capture would have tended to demoralize the Confederacy and to embarrass the administration of its government.

346. What were the Alabama Claims and how were they finally settled?

Ans. After the Civil War the United States demanded remuneration from Great Britain for damages to American commerce caused by the Alabama and other cruisers that had either been furnished to the South or had aided with supplies. A board of arbitrators met at Geneva, Switzerland, and awarded $15,500,000 to the United States.

347. Describe Sherman's march to the sea and tell how it weakened the Southern Confederacy.

Ans. Sherman cut loose from his base of supplies at Nashville, burned Atlanta and with 60,000 men started for the Atlantic coast, destroying railroads and foraging on the country as he marched through. After five weeks, he arrived at Savannah, which he occupied. By this march a fertile country 60 miles wide and 300 miles long was devastated; the eastern portion of the Confederacy was cut in two; railroads were destroyed and immense supplies were captured.

348. Mention three great surrenders that were made to General Grant during the Civil War and give an important result of each surrender.

Ans. The surrender of Fort Donelson, 1862. This was the first great Union victory of the Civil War. Capture of Vicksburg on July 4, 1863. The result was the Mississippi was practically opened and thereafter controlled by the Union forces. Surrender of Lee and his army at Appomatox Court House, which was the conclusion of the war.

349. Give an account of the attack on Fort Sumter (1861) and its results.

Ans. Fort Sumter was held by Major Anderson and a small force. The Confederate leader after in vain summoning Anderson to surrender, opened fire. After a terrific bombardment of thirty-four hours the fort was compelled to surrender. The attack on Sumter aroused the North and the whole country rushed to arms.

350. Name four great leaders of the Civil War period and mention an important service performed by one of them.

Ans. McClellan, Sherman, Grant, Farragut. Grant captured Lee's army at Appomatox.

351. Name three great battles of the Civil War, giving the commanders on each side and the results of each battle.

Ans. Gettysburg, Meade, Northern; Lee, Southern, ended attempt to invade the North. Vicksburg, Grant, Pemberton; the city was captured by Grant. Antietam, McClellan, Lee. Drawn battle.

352. Name six generals that had command of the Army of the Potomac during the Civil War.

Ans. McClellan, Grant, Hooker, Burnside, McDowell and Meade.

353. Give a brief account of the services of David G. Farragut during the Civil War.

Ans. Farragut led the naval expedition which captured New Orleans and later in the war entered Mobile Harbor defeating the Confederate fleet.

354. (a) Why did the North seek to maintain a blockade of the southern ports during the Civil War? (b) What were blockade runners?

Ans. (a) To prevent the South from obtaining needed supplies from abroad and to prevent the shipment of cotton, the chief product of the South. (b) Swift ships built to run by the blockading vessels.

355. Give the location of Fort Donelson, name the general by whom it was taken, and state an important result of its capture.

Ans. On the Cumberland River in northern Tennessee. Gen. Grant. The Confederates retired to Corinth, Miss., abandoning Tennessee and Kentucky to the Federal forces.

356. (a) Who invented the Monitor? (b) What important service did the Monitor render?

Ans. (a) Captain John Ericsson. (b) Defeated the Merrimac thus putting a stop to the destruction of federal war ships by this Confederate iron-clad, with which the southerners hoped to be able to break the blockade, and, perhaps, attack northern cities.

357. Give the results of "Stonewall" Jackson's campaign in the Shenandoah valley.

Ans. He threatened Washington, causing McDowell to be called back to defend it instead of reinforcing McClellan, thereby bringing about a failure of the Peninsular campaign and saving Richmond.

358. How many invasions of the North were attempted by Gen. Lee? By what battle was each of these attempts checked?

Ans. Two. Antietam and Gettysburg.

359. Describe the military operations of General Grant in the West after the surrender of Vicksburg.

Ans. General Grant was put in command of all the Union forces west of the Alleghanies. He went with Sherman and the army of the Tennessee to the relief of the Union army besieged at Chattanooga, was successful, and totally defeated the Confederate general, Bragg, in the battles of Missionary Ridge and Lookout Mountain.

360. Meade, McClellan, Hooker, Burnside and Grant each had, at some time during the Civil War, command of the Army of the Potomac. Mention a battle fought by each.

Ans. Meade, Gettysburg; Hooker, Chancellorsville; McClellan, Antietam; Burnside, Fredericksburg; Grant, the Wilderness.

361. Why was the time when Ericsson's Monitor was placed in service most opportune?

Ans. Because the Merrimac had just been completed by the Confederates and had shown its superiority to our wooden ships, but for the Monitor it could have broken the blockade and caused serious injury to the North.

362. Show how those held in slavery before the Civil War (a) became citizens of the United States, (b) obtained the right to vote.

Ans. (a) The slaves held by the people of the states that were then in rebellion were freed by the Emancipation Proclamation of Lincoln in 1863. After the close of the war they were made citizens by the fourteenth amendment to the United States Constitution. (b) The fifteenth amendment to the Constitution of the United States.

363. State what is meant by "reconstruction," as used after the close of the Civil War and explain how it was brought about.

Ans. Re-establishing governments in the seceded states and restoring such states to their places in the Union. The reconstruction act of Congress required the people of each state to make a new constitution giving negroes the right to vote; if Congress should accept the Constitution, and if the legislature assembled under it should ratify the fourteenth amendment, such state might send representatives and senators to Congress.

364. What effect did the Civil War have on the manufacturing and commerce of England? Give the feeling of the different classes in England toward the North during the war, and account for this feeling.

Ans. The North established a blockade of the ports of the seceded states. This caused great loss to the commercial interests of England. They could not

obtain American cotton for their mills and were obliged to either close or run them at a great loss. The mercantile and the aristocratic class favored the cause of the Confederacy; the former on account of business interests, the latter, for social reasons. The great mass of the English people favored the cause of the North because they considered it just.

365. Show why the Emancipation Proclamation was impracticable in 1861 and necessary in 1863. When and how did the United States free the slaves in the loyal states?

Ans. (a) Public sentiment at the North would not have supported it; it would have driven the border states out of the Union. It served to prevent interference by England and France; the South was using slaves to assist in building their fortifications; many fugitive slaves were coming within the Union lines and there was no way of disposing of them except to consider them contraband of war. (b) Slavery was prohibited in the loyal states by the 13th amendment to the United States Constitution, adopted in 1865.

366. Mention three expedients resorted to by the government to meet the expenses of the Civil War.

Ans. Internal revenue, stamps, licenses; income tax; made paper money, "greenbacks" and fractional currency.

PERIOD OF RECONSTRUCTION AND GROWTH OF UNION, 1865.

367. Why were many of the state governments in the South after the Civil War called "carpet bag" governments?

Ans. Many politicians and adventurers went South in the hope of making fortunes through the political offices they might get. Many states were controlled by ignorant negroes. The people who thus entered the southern states were called carpet-baggers and used the negroes to execute their schemes of plunder.

368. Mention one of the leading events of (a) Grant's administration; (b) Hayes' administration.

Ans. (a) Completion of reconstruction of southern states; completion of first railroad across the continent. (b) Removal of troops from the South; railroad and coal strikes. (Other correct answers may be given.)

369. The "Civil Rights bill" and the "Freedman's Bureau bill" were important acts passed by Congress shortly after the close of the Civil War. State the general provisions of these bills.

Ans. The Civil Rights bill gave the freedmen all the rights of citizenship and permitted them to sue for any of these rights in United States courts. The Freedman's Bureau bill created a commission to take charge of the freedmen, refugees and abandoned lands of the South for the purpose of protecting the freedmen and refugees and returning the lands to their rightful owners.

370. How did President Johnson wish to deal with the southern states after the Civil War? Show how disagreements arose between him and Congress.

Ans. President Johnson wished the southern states to be allowed representation in Congress at once. Congress refused to recognize the representatives of the seceded states. It passed measures in favor of the freedmen over the President's veto. The Tenure of Office Act was passed which prevented the removal of officers by the President without the consent of the Senate. President Johnson removed Stanton, and the House of Representatives began impeachment proceedings against him.

371. What party was in power from 1869 to 1885? Mention one of the prominent political topics of the time, and state the attitude of the dominant party toward that issue.

Ans. Republican. The issue of a protective tariff. The Republicans favored a protective tariff. The Democrats believed in a tariff for revenue only.

372. (a) Name an important event of President Johnson's administration. (b) State why such event was important.

Ans. (a) Reconstruction of southern states. (b) The national government was to be organized with question of federal authority settled. (Answers will differ.)

373. Describe the trouble between President Johnson and Congress.

Ans. President Johnson and Congress differed greatly in their plans for the reconstruction of the seceded states. Congress passed several laws in relation to this matter over the veto of the President. The most bitter feeling was engendered. Congress believed that the President intended to remove certain officers required to execute these laws who were favorable to them and put in their places men not in favor of their execution. Congress therefore passed the tenure of office act, prohibiting the President from removing any civil officer without the consent of the Senate and making a violation of this law a high misdemeanor. The President denied the right of Congress to pass such law and requested the resignation of Edwin Stanton, secretary of war. Stanton refused to resign and President Johnson removed him. For this and other reasons growing out of these differences, the House of Representatives impeached the President before the Senate. After due trial he was acquitted. The vote stood thirty-five for conviction and nineteen for acquittal.

374. Name two important events that occurred during Grant's administration.

Ans. (1) The completion of the Pacific railroad. (2) The completion of the work of "reconstruction." (3) The great fires in Chicago, Boston and western forests. (4) The business panic of 1873. (5) The Centennial Exhibition at Philadelphia. (6) The treaty with Great Britain. (7) The Modoc Indian War. (8) The invention of the telephone, and practical improvements in relation to electric light. (Any two of the above.)

375. Give a brief account of the industrial disorders during Hayes's administration. Why are such disorders more frequent now than during the colonial period?

Ans. In the summer of 1877 extensive railroad strikes occurred over a large part of the northern states. Later many coal miners of Pennsylvania joined the strike. Riots occurred in many cities, so that the militia and regular troops were employed to disperse the rioters. Business was generally interrupted and much property was destroyed.

The colonists were mainly a scattered agricultural people with few cities and towns, while the great manufacturing and transportation interests of the present day require many people to live in the large towns and cities. This fact affords facilities for organization of labor by means of labor unions whose leaders have authority to call extensive strikes for alleged grievances.

376. Mention three additions to territory made by the United States since the Civil War. Show how each addition mentioned is valuable.

Ans. The Hawaiian Islands are valuable for the production of sugar and as a place for vessels to stop and get supplies. Porto Rico is valuable for the production of sugar and tropical fruits. Alaska is valuable on account of the furs and gold found there.

377. Describe the improvement made since the Civil War in (a) travel, (b) communication.

Ans. The completion of the first Pacific railroad in 1869 connecting Omaha with Sacramento, was a memorable event. Thousands of pioneers were carried to the country along its course and a new route was opened for trade with Asia. Cyrus W. Field laid the Atlantic cable successfully in 1866, thus putting America and Europe in almost instant communication.

378. Mention three causes of the split in the Republican party in 1872.

Ans. The President's persistent attempt to annex San Domingo; the charge that Grant's administration had directly or indirectly encouraged the rise of political bosses and political favoritism; differences of opinion in regard to the administration's reconstruction policy in the southern states.

379. Mention two noted events of McKinley's administration and give an account of one of them.

Ans. The Spanish-American War; the Galveston disaster. Galveston is situated on a low island between the Gulf of Mexico and Galveston Bay. In September, 1900, the waters of the Gulf, driven by hurricane winds, flooded the entire city, demolishing many buildings and drowning many thousand people. The city has built great sea walls to prevent a similar diseaster.

SPANISH-AMERICAN WAR.

380. Give two causes and two important results of the Spanish-American War.

Ans. The two causes of the Spanish-American War were: The Spanish were trying to establish a monarchy in Cuba and were oppressing the Cubans, and the blowing up of the battle ship Maine. The two results were: Spain ceded to the United States, Porto Rico and the Spanish Lesser Antilles, and the oppressment of the Cubans ceased.

381. Write a brief account of the battle of Manila.

Ans. Commodore George Dewey entered Manila Bay and in a few hours destroyed the Spanish fleet of ten vessels, also captured the forts on the shore.

382. Mention the names of three Americans who distinguished themselves in the Spanish-American War.

Ans. Com. Geo. Dewey, Col. Theodore Roosevelt, Lieut. Richard P. Hobson.

383. Mention as results of the war with Spain (a) the possessions lost by Spain, (b) the territorial gains of the United States.

Ans. Spain lost the following possessions: Cuba, Porto Rico, Guam, Philippines and some small islands. Spain ceded all of these possessions to the United States except Cuba.

MISCELLANEOUS QUESTIONS.

384. Give an account of one of the following: Erie Canal, Cumberland Road.

Ans. (a) The rapid development of the West created a strong demand for better facilities of transportation with the East. Governor Dewitt Clinton of New York devoted himself to the construction of the Erie Canal and the success of the undertaking is due to his tireless efforts. This canal, extending from Buffalo to Albany, connects the Great Lakes with tide water. Soon after its construction, it aided in building up a great commerce between New York city and the states and territories of the northwest and was for several years the principal means of communication between the East and the West. (b) More than a million dollars were spent by the national government in building a highway from Cumberland, Md., to Wheeling, Ohio. It was a broad, smooth and solid road, built to meet the general demand for better means of communication between the different portions of the rapidly developing country. Owing to opposition to national grants for such purposes, this road depended on state aid for its further extension to the Mississippi.

385. State in what manner and from whom Alaska was obtained and how the transaction was generally regarded at the time. How has that sentiment changed? Why?

Ans. Alaska was purchased from Russia. There was a great objection to the purchase by those who claimed that, owing to its rigorous climate and remoteness, it would be of little value. It is now considered a valuable acquisition on account of its furs, fisheries, timber, coal and gold.

386. Mention the most important public service of each of four of the following; selecting two from each group: (a) Sir William Johnson, Peter Schuyler, Nicholas Herkimer, (b) De Witt Clinton, Peter Cooper, Samuel J. Tilden.

Ans. (a) Sir William Johnson used his great influence over the Iroquois tribes for the advantage

of the colonists; Nicholas Herkimer commanded the Americans at Oriskany, one of the decisive battles of the Revolution. (b) DeWitt Clinton was instrumental in the construction of the Erie Canal. Peter Cooper founded Cooper Institute of New York city.

387. Beginning with the year 1800, describe by map or otherwise all the additions made to the territory of the United States, and give the approximate date of each accession.

Ans. Louisiana, extending from the Mississippi to the Rocky Mountains, was purchased from France in 1803. Florida was ceded by Spain in 1819. Texas was annexed in 1845. In 1846 by treaty with Great Britain, the Oregon territory south of the forty-ninth parallel became a part of the United States possessions. In 1848 Mexico ceded land including the present states of California, Nevada, Utah and Arizona. In 1853 the Gadsen Purchase was secured from Mexico. In 1867 Alaska was purchased from Russia. Porto Rico and the Philippines were secured by war with Spain in 1893. In 1898 the Hawaiian Islands were annexed.

388. Arrange the following in chronologic order with reference to their administrations: Lincoln, Grant, John Quincy Adams, Andrew Jackson, John Adams. Connect one important event with each administration.

Ans. John Adams, Alien and Sedition laws; John Quincy Adams, opening of the Erie Canal; Andrew Jackson, veto of bill renewing charter of the United States Bank; Lincoln, Emancipation Proclamation, Grant, business panic of 1873.

389. State an important service rendered by each of three of the following: Andrew Jackson, Henry Clay, Daniel Webster, De Witt Clinton, Samuel F. B. Morse.

Ans. Henry Clay was the author of three famous compromises: The Missouri Compromise, the tariff compromise and the compromise of 1850. DeWitt Clinton was a governor of New York. He induced the people to construct the Erie Canal. Morse was the inventor of the electric telegraph.

390. Mention an important event in connection with each of five of the following dates: 1513, 1609, 1754, 1789, 1815, 1825 and 1848.

Ans. 1513, Balboa discovered the Pacific Ocean; 1754, Albany Convention; 1789, the Constitution went into effect; 1825, the completion of Erie Canal; 1848, discovery of gold in California.

391. For what were each of the following men noted: (a) John C. Fremont, (b) George Rogers Clark, (c) James Russell Lowell, (d) Elias Howe, (e) John Marshall?

Ans. (a) Seized California for the United States during the Mexican War. (b) Conquered the territory north of the Ohio for the Americans during the Revolutionary War. (c) Was a noted poet. (d) Inventor of the sewing machine. (e) A noted chief justice of the United States.

392. To what political party did each of the following men belong: (a) John Adams, (b) Daniel Webster, (c) Andrew Jackson, (d) William Henry Harrison, (e) Henry Clay? (Answer three only.)

Ans. (a) Federalist. (b) Federalist, National Republican, Whig.

393. State an historical fact connected with the name of each of the following generals: (a) Braddock, (b) Montcalm, (c) Herkimer, (d) Sherman.

Ans. Braddock—defeated in the attack on Fort Duquesne; Montcalm—defeated by Wolfe in battle of Quebec, French and Indian War. Herkimer—American general in battle of Oriskany, Revolutionary War; Sherman—marched through Georgia in Civil War.

394. (a) What addition was made to the territory of the United States during the first 25 years of its administrative period? (b) Name three states admitted to the Union during this time. (c) Name two great inventions that were made during the same period.

Ans. (a) Louisiana Purchase. (b) Vermont 1791, Kentucky 1792, Tennessee 1796, Ohio 1803, Louisiana 1812. (c) Cotton gin and steamboat.

395. Write a paragraph on the improvements in modes of travel since the Civil War.

Ans. Since the Civil War methods of transportation have been revolutionized. First steam ships have taken the place of slow sailing vessels; the speed of railway trains has been almost doubled; a half dozen transcontinental lines have been constructed; electricity has been applied to transportation through trolley cars and automobiles; the stage coach has become a thing of the past.

396. Give the substance of each of the following (a) Alien law, (b) Sedition law, (c) the Kentucky and Virginia resolution. State the reasons for the passing of these laws and resolutions.

Ans. (a) Alien law—the president could expel from the country any foreigner whom he deemed injurious to the United States. (b) Sedition law—any one libeling Congress, the president or the government could be fined or imprisoned. (c) the Kentucky and Virginia legislatures denounced the Alien and Sedition laws as dangerous and unconstitutional, declaring that should the president persist in enforcing them the states would have the right to refuse to obey them. Both laws soon passed out of existence.

397. Name a prominent statesman, other than the president, in public life at the time of (a) the War of 1812, (b) the Mexican War, (c) the Civil War.

Ans. (a) Albert Gallatin, (b) Henry Clay, (c) William H. Seward. (Answers will vary.)

398. Locate either by administration or by decade (1800-10, 1810-20) the following events: (a) The laying of the first successful Atlantic cable, (b) the resumption of specie payments, (c) the purchase of Alaska.

Ans. (a) Johnston's administration, or decade 1860-70. (b) Hayes' administration, or decade 1870-

1880. (c) Johnston's administration, or decade 1860-1870.

399. Mention some national office held or some public service performed by Daniel Webster. (b) To what political party did he belong?

Ans. (a) United States senator, secretary of state under Presidents Harrison, Tyler and Fillmore. He aided in the negotiation of the Ashburton-Webster treaty and rendered valuable service to the government on the slavery discussions. He was a strong defender of the preservation of the Union. (b) He belonged to the Whig party.

400. (a) Mention two states which in 1790 had a greater population than the state of New York. (b) Mention a prominent cause of the rise of New York to the rank of first in population.

Ans. (a) Massachusetts, Virginia and Pennsylvania. (b) The Erie Canal opening up trade with the West and giving New York control of such trade.

401. Classify as statesmen, inventor, or man of letters, each of the following: Ralph Waldo Emerson, Thomas A. Edison, William M. Evarts, Edgar A. Poe, Charles Sumner.

Ans. Statesmen: Evarts, Sumner. Inventor: Edison. Men of letters: Emerson, Poe.

402. For what public service or for the holding of what office are three of the following noted: Robert Morris, John Marshall, Alexander Hamilton, Albert Gallatin, John Randolph? Answer three only.

Ans. Robert Morris for his financial aid during the Revolution. He also signed the Declaration of Independence and the Constitution. John Marshall was the most famous chief justice of the United States Supreme Court. Alexander Hamilton was secretary of the treasury in Washington's cabinet. He also signed the Constitution. He is noted also for his wise and successful efforts to place the credit of the United States on a firm and enduring basis.

403. What was the cause of each of the following disturbances in New York state: (a) The Anti-rent insurrection, (b) the Anti-Masonic excitement, (c) the so-called patriot war?

Ans. (a) The refusal of the tenants on the old patroon estates to pay their rents. (b) The mysterious disappearance of Morgan, who threatened to reveal Masonic secrets. (c) The sympathy of the people with the Canadians in their efforts to free themselves from British rule.

404. It is proposed to annex by treaty the Hawaiian Islands. (a) What instance has there been of the acquisition of a state in a similar way? (b) Name a state formed from territory bought by this nation, and note from what country that territory was purchased.

Ans. (a) Texas; (b) Louisiana from France. (Other correct answers may be given.)

405. Mention two articles of commerce, not agricultural products taken in considerable quantity from North America between 1600 and 1700.

Ans. Fish and furs. (Other correct answers may be given.)

406. Among the leading American historians were Bancroft, Motley, Parkman and Prescott. Note the title or the general subject of a history written by each of these men.

Ans. Bancroft—"History of the United States," and "History of the Formation of the Constitution." Motley—"Rise of the Dutch Republic," and "History of the Netherlands." Parkman—"The Jesuits in North America," and "The Old Regime in Canada." Prescott—"Conquest of Mexico," and "Conquest of Peru." (Other correct answers may be given.)

407. Mention the most noted American (a) diplomat, (b) naval commander, (c) financier of the Revolution.

Ans. (a) Benjamin Franklin; (b) John Paul Jones; (c) Robert Morris.

408. Connect an important event in American history with each of the following dates: 1774, 1789, 1819, 1850, 1865.

Ans. First Continental Congress; adoption of the United States Constitution; purchase of Florida from Spain; compromise bill of 1850; assassination of President Lincoln.

409. Mention three controversies in which the United States has taken part which have been settled by international arbitration. State in general the terms of settlement of one of these controversies.

Ans. Alabama claims, United States and Great Britain, May 8, 1871. Award in favor of U. S., $15,500,000; United States and Venezuela, January 19, 1892; Bering Sea fisheries, United States and Great Britain, January 20, 1892.

410. State approximately what year (a) the war with Mexico ended, (b) the Civil War began. Mention three important events that occurred between these dates.

Ans. (a) 1848, (b) 1861. The passage of the fugitive-slave law of 1850, the Dred Scott decision in 1857, John Brown's raid, 1859.

411. Describe three important routes by which emigrants reached the middle West before railroads were built. In what two ways did the railroad help the growth of the West? Or state the most important provision of each of the following: (a) the Specie Circular of 1836, (b) the Independent Treasury Act of 1846, (c) the Legal Tender Act of 1862, (d) the Bland-Allison Act of 1878.

Ans. There had been three roads cut through the forest to the West as follows: The northern route led to Pittsburg; the middle route to the Kanawha River, a branch of the Ohio; the southern, through the Cumberland gap. These roads were of the

roughest sort in early times, but were improved later by government and state aid. Later the Erie Canal and the Great Lakes became an important route.

The railroads afforded means of transporting settlers and needed supplies into the country and of carrying its agricultural and forest products out to the markets of the Atlantic seaboard. (a) It required purchasers of public land to make their payments in gold and silver. (b) It provided that the government money should be removed from the state banks and kept in an independent treasury at Washington and in sub-treasuries, established in the chief cities. (c) It provided that the government notes known as "greenbacks," should be a legal tender for all debts. (d) It authorized the purchase of from two to four million dollars worth of silver a month to be coined into standard silver dollars, and provided that they might be used in the payment of debts by the government.

412. Name a citizen of New York State who rendered distinguished service to the country during the Civil War. Tell what he did.

Ans. William H. Seward, secretary of state under President Lincoln, skillfully managed our relations with foreign nations during the Civil War.

413. State two ways in which territory has been added to the United States and give an example of each.

Ans. (a) By purchase, as Alaska; (b) by conquest, as Porto Rico.

414. Mention the principal subject or subjects of political controversy between 1830 and 1840; between 1850 and 1860. Illustrate by mentioning the principal measures and events of those periods.

Ans. 1830-1840. Protective tariff, state rights. Nullification acts of South Carolina; compromise tariff of 1833; Hayne and Webster debate. 1850-1860, slavery, enforcement of fugitive slave act; Kansas-Nebraska bill, Dred Scott case, Lincoln-Douglas joint debate.

415. Give an account of two of the following: (a) The war with the Sioux Indians and the death of

Custer, (b) the presidential succession law, (c) one important event in the administration of Benjamin Harrison.

Ans. (a) The Sioux Indians, angry at wrongs suffered from the corrupt agents of the government, attacked the frontier settlements of Montana and Wyoming. Custer and 250 soldiers who were sent against them, were surprised and massacred. (b) The presidential succession law provides that in case of death or vacancy in the office of president and vice-president, that the office of president be filled by members of the cabinet, beginning with secretary of state, and so on in the order of the establishment of their departments. (c) Congress passed the McKinley tariff act and the Sherman act. The McKinley tariff revised the existing laws respecting duties on imports. (Answers may vary.)

416. Show how each of the following aided the settlement of the West: Daniel Boone, Robert Fulton, Cyrus McCormick.

Ans. Daniel Boone first crossed into Kentucky and opened that fertile region to settlement. Robert Fulton invented the steamboat which completely changed the mode of travel by water and aided in opening the West to settlement. Cyrus McCormick invented the reaper which made western farming more profitable.

417. Connect an important event in American history with each of the following dates: 1607, 1620, 1774, 1789, 1861.

Ans. 1607, Settlement of Jamestown; 1620, Landing of the Pilgrims; 1774, First Continental Congress; 1789, Adoption of the Constitution; 1861, Beginning of the Civil War.

418. Explain one of the following: Civil Service Reform, the New South, Interstate Commerce Commission. Indian Reservations, Hudson River tunnels, Public Service Commissions.

Ans. Manufactures have been largely developed in the South since the Civil War. The water power and fuel available are now utilized to manufacture cot-

ton into textiles instead of sending it to northern factories. Railroads have been built so that communication is easy. The South is no longer wholly agricultural, but is engaged extensively in manufactures.

419. Give a brief account of any two of the following: The Barbary War; the invention of the cotton gin and its results; the Alien and Sedition laws; the causes of the War of 1812.

Ans. The people of the Barbary states had for a long time captured ships of other nations and held their crews for ransom or had levied tribute on the nations to prevent this piracy. The United States had paid such tribute, but Jefferson's administration refused new exactions and sent a fleet to punish the pirates. After several engagements, Tripoli and the Barbary states were glad to make a treaty, promising to let American ships alone.

The cause of the War of 1812, as set forth in the President's proclamation were: Inciting the Indians to attack our borders, interfering with our commerce, searching our ships and impressing American seamen.

420. Relate the circumstances under which the United States first came into trade relations with Japan.

Ans. In 1854 Commodore Matthew C. Perry was sent with a fleet of war vessels on an expedition to Japan to endeavor to make a commercial treaty with that country. Their ports had been closed to the world for more than two centuries, but Perry by tact and firmness, succeeded in making a favorable treaty and reopening some of their ports to commerce.

421. Give an account of Lincoln's boyhood.

Ans. When Lincoln was a boy his parents were very poor. He could not go to school, but he sat up nights and read books. He learned to read from the spelling book, Pilgrim's Progress and the Bible. He often walked many miles to get books to read. He had a great desire for knowledge and was very thoughtful and painstaking in everything.

422. Mention four financial panics of the past hundred years, giving one cause common to all and one peculiar to each.

Ans. Panics of 1837, 1857, 1873, 1893. Each panic was preceded by a period of general business prosperity which led to extravagance and speculation. Panic of 1837 was caused by speculation in western land and wild-cat banking. Panic of 1857 was caused by too rapid construction of railroads. Panic of 1873 was caused by speculation in railroad building and in western lands. Panic of 1893 was caused by lack of confidence in tariff measures before Congress.

423. Sketch the history of the protective tariff in the United States.

Ans. 1789-1816, tariff for revenue only; 1816, protective tariff gradually increasing; 1828, high protective tariff; 1832, compromise tariff which gradually lowered the duties to a tariff for revenue only. This continued until the Civil War, when the duties were raised repeatedly to increase the revenues. This war tariff continued with little change for about 25 years. 1890, the McKinley act gave a moderately low protective tariff. 1897, the Dingley act gave a high protective tariff.

424. For what is each of the following men noted: (a) William Lloyd Garrison; (b) General Sam Houston; (c) Charles Goodyear; (d) George Bancroft; (e) Stephen A. Douglas?

Ans. (a) His efforts to bring about the abolition of slavery. (b) He was the hero of Texan independence. (c) For the invention of a process for hardening rubber. (d) For his history of the United States. (e) He was a United States senator and advocated squatter sovereignty.

425. What event gave rise to great agitation of civil service reform? What does civil service reform seek to accomplish?

Ans. The assassination of President Garfield. To have appointments to office made by reason of fitness for the work ascertained by examination,

rather than to have them distributed as rewards for political service

426. Give the location of (a) Fort Moultrie, (b) Fort Stanwix, (c) King's Mountain. (d) Give a brief account of an historical event connected with these places.

Ans. (a) In Charleston Harbor on the coast of South Carolina. (b) In central New York on the Mohawk River, (c) In western North Carolina near the South Carolina boundary. (d) An expedition against Charleston under Sir Henry Clinton early in the Revolutionary War was beaten back by the garrison of Fort Moultrie. St. Leger failed in an attempt to take Fort Stanwix and so was unable to cooperate with Gen. Burgoyne. A large force of British and Tories was totally defeated by the American backwoodsmen at King's Mountain.

427. Define or explain five of the following: Census, copyright, counterfeiting, patent, privateer, treason, treaty, veto.

Ans. Copyright—the exclusive right to publish a book. Counterfeiting—making or coining of money for circulation without government authority. Patent—the exclusive right granted by a government to manufacture and sell an invention. Treaty —an agreement between two nations. Veto—refusal of an executive to sign a bill.

428. Name a president (excluding Washington) (a) elected with little or no opposition; (b) elected by the House of Representatives; (c) declared elected by an electoral commission.

Ans. (a) James Monroe. (b) Thomas Jefferson or John Q. Adams. (c) Rutherford B. Hayes.

429. Mention two important events of McKinley's administration and give an account of one of them.

Ans. The destruction of the battleship Maine, and the Spanish War. During the insurrection in Cuba, our battleship, the Maine, went to Havana to pay a friendly visit. On Feb. 15, 1898, while at anchor in Havana Harbor it was blown up and over two hun-

dred and sixty of the crew perished. We sent a court of inquiry to investigate the matter, but we were unable to definitely place the guilt.

430. Give an account of one of the following: (a) The Pacific railways, (b) the battle of Manila Bay, (c) the formation of Greater New York.

Ans. Manila was protected by strong forts and a fleet of modern warships. Dewey's work was to enter the harbor, destroy the Spanish fleet and silence the batteries. He crept nearly up to the Spanish fleet before they noticed him. Then they opened fire. In a short time the whole Spanish fleet had either sunk or were blazing wrecks. Dewey had not lost a man.

431. Name a prominent American (a) inventor; (b) author; (c) statesman; (d) philanthropist.

Ans. (a) Thomas A. Edison. William D. Howells, Theodore Roosevelt, Andrew Carnegie.

432. Mention a portion of the earth that has been recently explored and name two explorers who have visited that section.

Ans. The north polar regions. Commander Robt. E. Peary and Dr. F. C. Cook.

433. State the purposes of the Hague Conference. Explain how civilized nations might possibly secure lasting peace among themselves.

Ans. The Hague Conference was established to consider the settlement of international disputes peaceably. The states represented agreed to eliminate unnecessary cruelties in case wars occurred. A prominent court of arbitration was formed. By referring disputed questions to this court, civilized nations might secure lasting peace.

434. Write a paragraph on one of the following: The Jamestown Exposition, The St. Louis Exposition, the value of trolley roads.

Ans. The Jamestown Exposition was held in 1907 to commemorate the three hundredth anniversary of

the founding of Jamestown. The naval display was made a special feature, especially in the early summer. Owing to delay in the placing of exhibits and other causes, the undertaking ended with a large deficit. The exposition was held amid surroundings of national interest, Hampton Roads, Norfolk, Newport News, which proved of great assistance in attracting visitors.

435. What are the principal industries of the Pacific coast states? Show the relation of the transcontinental railroads to the development of these states. What advantage will follow the completion of the Panama canal?

Ans. Lumbering, agriculture, fruit raising and wool raising. The transcontinental railroads gave the Pacific states an eastern market and led to their rapid growth. The Panama Canal will give them a short water route to the Atlantic coast and the cost of transportation will be lessened.

436. Give an account of the improvement in the method of correspondence during the last one hundred years.

Ans. Correspondence of business firms is carried on by stenographers who transcribe their shorthand notes by means of typewriters. Typewriters are also used largely by individuals so that writing by hand is used mainly for social correspondence.

437. Describe both a land and a water journey from New York to Philadelphia that might have taken place about 1775. How would the same trips be made to-day?

Ans. The land journey was usually by stage or on horseback and the water journey, by sailing vessels. To-day they would be made by rail or by steamboat.

438. Define or explain five of the following: Congress, electoral college, Emancipation Proclamation, impeachment, legislation, suffrage, treaty.

Ans. Congress is the chief law making body of the United States. It is composed of the Senate and House of Representatives. Electoral college; at

each presidential election the voters choose presidential electors and do not vote directly for the presidential candidates. These presidential electors chosen from the several states compose the electoral college which ballots according to law for a president. The Emancipation Proclamation was the document written and proclaimed by President Lincoln on January 1, 1863, setting free all slaves unless prior to that date all the states in rebellion had laid down their arms. Impeachment proceedings are brought before the U. S. Senate.

Impeachment. The Senate has the sole power of sitting as a court and hearing the testimony for and against civil officers of the United States government when they are duly impeached by the House of Representatives for treason, bribery or other high crimes or misdemeanors. No official can be convicted except by a vote of two-thirds of the senators present.

Legislation; the term legislation applies to the statutes and laws duly enacted by the law-making bodies in the several states or nation.

439. Show how each of the following was acquired: (a) Oregon, (b) Alaska, (c) Porto Rico.

Ans. Oregon by right of discovery and exploration. Alaska by purchase from Russia for $7,200,000 in 1867. Porto Rico by war with Spain in 1898.

440. Sketch the life of one of the following: DeWitt Clinton, Ulysses S. Grant, William McKinley.

Ans. William McKinley was twice elected president of the United States. His first administration was from 1897-1901 and shortly after entering upon his second term he was assassinated at the Pan American exposition at Buffalo, N. Y. William McKinley was born in Ohio, 1843. He served through the Civil War rising to the rank of major. He then studied law and graduated from the Albany, N. Y. Law School and later entered politics. He served several terms in Congress and as chairman of Committee of Ways and Means, prepared the McKinley tariff bill. During President McKinley's administration occurred the war with Spain. William McKinley was a lover of peace and did all in his power to avert a war with Spain. But public sentiment, after the blowing up of the Battleship Maine in Havana Harbor, forced him to prosecute the short and suc-

cessful war against Spain. He had delivered a splendid oration at the Buffalo Exposition when he was treacherously shot down by the hand of an assassin. He died shortly after and was buried at his home city, Canton, Ohio.

INVENTIONS.

441. Mention an important invention or practical application of machinery in each of the following periods: (a) 1790-1810, (b) 1830-1850, (c) 1860-1880.

Ans. (a) Cotton gin, steamboat; (b) reaper, telegraph, railroad; (c) phonograph, iron warship. (Other correct answers may be given.)

442. For what important invention are we indebted to (a) Eli Whitney, (b) Elias Howe, and (c) Samuel F. B. Morse?

Ans. (a) cotton gin; (b) sewing machine; (c) magnetic telegraph.

443. Mention the American who is entitled to most credit for each of the following: (a) steamboat, (b) sewing machine, (c) telegraph, (d) Atlantic cable, (e) telephone.

Ans. The steamboat, Fulton, telegraph, Morse; telephone, Bell; Atlantic cable, Field; sewing machine, Howe.

444. Mention an important service of each of the following: Elias Howe, S. F. B. Morse, Cyrus McCormick, Francis Willard.

Ans. Elias Howe invented the sewing machine; S. F. B. Morse invented the electric telegraph; Cyrus McCormick invented the reaper; Francis Willard was a temperance reformer, editor and author.

445. Mention two inventions and a great public work of the first forty years of our national life that greatly stimulated and improved domestic trade and commerce.

Ans. The cotton gin. The steamboat. The Erie Canal.

446. Mention and explain an important result of the invention of each of the following: (a) the cotton gin, (b) the sewing machine, (c) the electric telegraph.

Ans. The cotton gin increased the production of cotton and made a greater demand for slave labor. (b) The sewing machine cheapened all articles of clothing because they could be made quicker and easier. (c) The electric telegraph brought all parts of the country into direct communication.

447. With what invention or engineering project is the name of each of the following identified: (a) Captain Eads, (b) John A. Roebling; (c) Charles Goodyear; (d) John Ericsson?

Ans. (a) Deepening the channel at the mouth of the Mississippi, and building a bridge at St. Louis. (b) Building Brooklyn Bridge. (c) Inventing the process of vulcanizing rubber. (d) Building of the Monitor, and invention of the screw propeller for navigation.

AUTHORS AND WRITINGS.

448. Mention four individuals, each in a different department of literary work, who have greatly contributed to the fame of American literature.

Ans. J. F. Cooper, novelist; R. W. Emerson, essayist; H. W. Longfellow, poet; J. L. Motley, historian.

449. Give the author and the occasion of each of the following statements: (a) "With malice towards none and charity for all." (b) "We are one nation to-day and thirteen to-morrow." (c) "I regret that I have but one life to give for my country." (d) "We have met the enemy and they are ours."

Ans. (a) Abraham Lincoln in his second inaugural address. (b) George Washington, after the Revolution when the states were under the Articles

of Confederation. (c) Nathan Hale, when about to be hung as a spy. (d) Captain Perry, after his victory in the battle of Lake Erie.

450. Name five important American writers and name one work of each.

Ans. Longfellow, "Evangeline;" Hawthorne, "The Scarlet Letter;" Irving, "Sketch Book;" Emerson, "Essays;" Holmes, "Autocrat of the Breakfast Table."

451. State the class of writings or some important work of each of the following men of letters: (a) Bryant, (b) Irving, (c) Noah Webster.

Ans. (a) Bryant, poetry and journalism; (b) Irving, novels, biographies, descriptive writings. (Answers for special works, a and b, will vary.) (c) Noah Webster, text-books, chiefly dictionary and speller.

452. Name the author of each of two of the following poems: Old Ironsides, Star Spangled Banner, Battle Hymn of the Republic.

Ans. O. W. Holmes, Francis S. Key, Julia Ward Howe.

CIVICS.

453. (a) What three departments of government are provided for in the Constitution? (b) Compare the Constitution with the Articles of Confederation in this respect.

Ans. (a) Executive, legislative, judicial. (b) The Articles of Confederation did not provide for executive and judicial departments. They simply provided for a Congress consisting of one house, and this body undertook to direct the various functions of the entire government. The Constitution provides for a strong effective government. It creates power to make laws and authority to interpret and enforce such laws. The Articles of Confederation provided for authority to make laws, but no power to interpret or enforce them.

454. Mention two changes that were made in the Constitution after the Civil War.

Ans. The thirteenth amendment abolished slavery, the fourteenth amendment gave citizenship to the negro.

455. Tell how the president is elected.

Ans. The president is chosen by electors of which each state elects a number equal to the number of its senators and representatives in Congress. The electors meet in their respective states and vote for president and vice-president. Certified lists of persons voted for are sent to Washington and opened and counted by the president of the Senate in the presence of both houses. A majority is necessary to elect.

456. Why does the president have a cabinet? Why were there more men in President Roosevelt's cabinet than there were in Washington's cabinet?

Ans. They are his advisers and they assist him in the executive business of the government. The population, territory and business of the country have increased to such an extent that a larger cabinet is necessary.

457. What is a constitution? What serves as a constitution in a city?

Ans. A constitution is the fundamental, organic law or principles of government of a nation or state. In a city the charter serves as a constitution.

458. Mention two duties of the president of the United States that must be performed with the advice and consent of the Senate.

Ans. (a) He has power by and with the advice and consent of the Senate to make treaties. (b) He has the power of appointing by and with the advice and consent of the Senate, ambassadors, other public ministers and consuls and judges of the Supreme Court. (c) He is commander-in-chief of the army and navy of the United States.

459. State the provisions made for succession to the presidency in the event of the death, disability or removal of both the president and the vice-president.

Ans. The succession is as follows: Vice-president, secretary of state, secretary of treasury, secretary of war, attorney-general, postmaster general, secretary of navy, secretary of the interior, secretary of agriculture, secretary of commerce and labor.

460. Give the manner of election, term of office and qualifications of members of the House of Representatives.

Ans. Members of the House of Representatives are chosen directly by the people of the congressional district for a term of two years. A member chosen must be at least twenty-five years of age, for seven years a citizen of the United States, and when elected an inhabitant of the state from which he is chosen.

461. Mention five powers of Congress, two powers of the president, two powers of the Senate and one power of the House of Representatives.

Ans. Five powers of Congress are to levy and collect taxes, coin money, establish post offices and post roads, declare war, support armies. Two powers of the president are to be commander-in-chief of the army and to make treaties. Two powers of the Senate are to try impeachments and to confirm appointments of ambassadors. One power of the House is to originate bills of revenue.

462. State in regard to the justices of the Supreme Court of the United States (a) method of appointment, (b) term of office. (c) Who was the first chief justice?

Ans. (a) Appointed by the president, with the advice and consent of Senate. (b) For life, on good behavior. (c) John Jay.

463. Mention five powers granted to Congress by the Constitution.

Ans. The Constitution gives Congress the power to levy and collect taxes; to regulate foreign commerce; to coin money; to grant letters of marque and reprisal and to declare war.

464. What is the name of the highest court of the United States? How are its judges chosen?

Ans. United States Supreme Court. Appointed by the president and confirmed by the United States Senate.

465. State three qualifications of the president that are required by the Constitution.

Ans. The Constitution requires that a president be a natural born citizen, at least thirty-five years of age, and that before his election he shall have lived in the United States for fourteen years.

466. What is the term of office of United States senators; of representatives in Congress? Why did the framers of the constitution adopt this plan of having an equal number of senators from each state and the number of representatives in proportion to the population?

Ans. Six years; two years. It was a compromise between the national party and the state party. The former favored representation in Congress based on the population or proportional representation; the latter wanted the same number of representatives from each state. The compromise combined the two plans, thus satisfying in a measure both parties and greatly aiding in the adoption of the Constitution.

467. Give the titles of five officers belonging to the president's cabinet and state one duty of each.

Ans. The secretary of state represents the people of the United States in dealings with foreign nations. The secretary of war looks after the training of soldiers, the building of forts, arsenals, etc., which would be needed in war. The attorney-general gives legal advice to the president, congressmen and other government officials. The postmaster general attends to the transportation of mails, etc. The secretary of the navy looks after the maintenance of a navy, the training of sailors, etc.

468. Give arguments for or against choosing United States senators by direct vote of the people.

Ans. For: Legislatures are more easily corrupted than the great mass of voters. Members of the

legislature are elected on state issues, while United States senators should be elected on national issues. If the people had the right to chose senators by direct vote the United States Senate would pay more heed to the needs of the masses.

469. What important duty is performed by the vice-president? Mention three vice-presidents who have succeeded to the presidency through the death of the president.

Ans. The vice-president is presiding officer of the Senate. John Tyler, Millard Fillmore, Andrew Johnson.

470. What is a veto? How may a bill that has been vetoed become a law?

Ans. A veto is the refusal on the part of a governor of a state or president of the United States to approve and sign a bill. A vetoed bill to become a law must command a two-thirds vote in each house.

471. What is the presidential succession act? In whose administration was it passed?

Ans. An act of Congress declaring who shall be president in case the office of both president and vice-president becomes vacant. By its terms the office is to be filled by members of the president's cabinet, beginning with the secretary of state. Cleveland's first term.

472. How is the office of secretary of state of the United States filled? Give two of his most important duties.

Ans. Appointed by the president and confirmed by the Senate. He supervises the publication of all laws, treaties, and public archives and records, and preserves the same in his office. He has charge of all correspondence relating to foreign matters. He makes out and records passports, commissions, etc.

473. What member of the president's cabinet has charge of the United States military school at West Point; the naval school at Annapolis; the Indian schools?

Ans. Secretary of war; secretary of the navy; secretary of the interior.

474. How are new states admitted into the Union? How are the territories governed? How is a territory represented in Congress?

Ans. By an act of Congress. Congress prescribes a local territorial government. The president appoints a governor, subject to the confirmation of the Senate. A territory is represented in Congress by a delegate, who may discuss questions before that body, but who is not allowed to vote.

475. Define five of the following: Contract, caucus, municipal corporation, extradition, patent, government, privateer.

Ans. A contract is an agreement, oral or written, in which two or more persons agree to do or not to do a specified thing. A caucus is a meeting held for the nomination of public officers. A patent is an exclusive right to make or sell a specified thing, and is given by the government to the inventor. Government is the polity for ruling a mass of people. A privateer is a vessel owned and equipped by an individual and given authority by the government to attack and capture the vessels of an enemy.

476. Explain why a town meeting is sometimes called the "school of democracy."

Ans. In a town meeting every voter may vote directly for or against all by-laws that are proposed or made for the town, and takes a direct part in the ruling of the town. Thus the town government is directly democratic, and since the town meeting is the place where the voters assemble, it is sometimes called the "school of democracy."

477. Give the length of term and two duties of each of the following: County clerk, highway commissioner (town), justice of the peace.

Ans. The county clerk is elected for three years, the highway commissioner for two years, and the justice of the peace for four. The county clerk keeps in custody all official papers, and keeps a record of all county matters. The highway commissioner divides his district into road districts and appoints

road masters. It is his duty to see that all roads and bridges in his district are kept in good condition. The justice of the peace tries petty criminals and minor civil suits.

478. What is the business of a custom house?

Ans. To collect import duties on goods brought into the country.

479. What is meant by indirect taxation? Give an example.

Ans. Indirect taxation is the raising of revenue by tax on certain articles which is ultimately paid by the consumer in the increased cost of the taxed articles. The custom duties.

480. Mention an officer who is chosen (a) by the state legislature, (b) by the governor, (c) by the president.

Ans. (a) United States senator, (b) superintendent of insurance, (c) cabinet officers.

481. Give reasons why the results of a municipal election may be more important to a citizen than the results of a presidential election. Should municipal and presidential elections be held at the same time? Give reasons.

Ans. A citizen is more directly affected by local legislation, and has more pecuniary interest in the management of local affairs. Protection of life and property depends more directly upon the local government.

Municipal and presidential elections should not be held at the same time because different questions are at issue and the party lines of a national election should be ignored in a local election.

482. Give reasons for and against holding municipal and state elections on the same day.

Ans. For: There is no need of having two elections where one will suffice, for the average citizen can vote intelligently on both local and state issues on the same day. Against: When the municipal election is held on a separate day, it is possible for

cities to conduct their campaigns on purely local issues.

483. Name two bodies that compose the New York Legislature and tell how the members are chosen.

Ans. Senate and Assembly. They are chosen by the qualified voters of their respective senate and assembly districts.

484. State four powers given to Congress by the Constitution.

Ans. To regulate commerce with foreign nations and among the several states; to coin money; to declare war; to provide and maintain a navy. (Other powers may also be given.)

485. What is the object of having two branches of the state legislature.

Ans. It prevents hasty legislation. There is less likelihood of defective or ill-advised acts passing two houses. One house operates as a check upon the other to prevent legislation which is not for the best interest of the people.

486. State the general duties of the attorney-general of New York State. His term of office.

Ans. He is the attorney for the state and prosecutes and defends actions on behalf of the state. Two years.

487. Give the general duties of inspectors of election.

Ans. They receive the votes cast at an election and deposit them in boxes provided for that purpose. After the polls are closed they canvass such votes and make true reports of the same as directed by law.

488. Who is the custodian of the public records of (a) the county, (b) the town, (c) the school district?

Ans. (a) The county clerk, (b) the town clerk, (c) the school district clerk.

489. Distinguish between a bill of indictment and the presentment of a grand jury.

Ans. A district attorney, in the prosecution of an accused person, after presenting the evidence in the case to the grand jury, draws a document of accusation which, when approved by the grand jury, becomes a bill of indictment. Sometimes the grand jury takes the initiative and makes, against the accused, a paper similar to a bill of indictment. This is called the presentment of a grand jury.

490. Who is the chief executive in the state? in the county? in the city? in the village governments?

Ans. (a) Governor, (b) sheriff, (c) mayor, (d) president.

491. Give two important powers of Congress, two prohibitions on the states and one prohibition on the United States.

Ans. Congress has power to declare war, to pass laws for the United States and to appropriate money for national purposes. No state may enter into any treaty, alliance, or contract, and no state may maintain an army or navy in time of peace. The United States are forbidden to establish any form of religion or manner of worship.

492. Define treason and state the kind of testimony necessary to convict a person of treason.

Ans. Treason on the part of a citizen of the United States consists in making war against the United States, or in adhering to or giving aid to the enemies of the United States. To convict a person of treason at least two witnesses must swear under oath that the accused is guilty and they must agree as to the crime committed.

493. By whom are city ordinances made? By whom are they enforced?

Ans. City ordinances are usually made by the common council and enforced by the mayor.

494. State a compromise made in the formation of the Constitution (a) between the large states and the small states; (b) on the question of slavery.

Ans. (a) The smaller states wanted equal representation with the larger states in Congress, while the larger states insisted upon a representation based on population. A compromise was reached by agreeing upon equal representation in the Senate and the representation in the House of Representatives on population. (b) That the importation of slaves should not be prohibited earlier than 1808. The important compromise on the slave question in framing the Constitution was in regard to the basis of representation in Congress. The slave states wanted the slaves counted for the purpose of determining representation, while the states opposing slavery desired to base the representation on the free people. A compromise was reached by fixing the basis of representation on free people and three-fifths of all other persons.

495. What is included in the term Civil Service?

Ans. The civil service includes all positions in the public service of the nation, states and civil divisions thereof excepting those positions of a military or naval character.

496. Explain the merit system.

Ans. The merit system is a method of making appointments in the civil service whereby competitive examinations of candidates for positions are held and appointments made of those standing highest in such examinations.

497. What is the order of appeal in the courts of New York State?

Ans. Justice's court or city court to county court; county court to appellate division of supreme court; supreme court (trial term) to appellate division of supreme court; appellate division of supreme court to court of appeals.

498. Describe the organization of the New York State Education Department.

Ans. The New York State Education Department is under the general control of a board of eleven regents, one of whom is elected each year by the state legislature for a term of eleven years. The board of regents elects the commissioner of education, who in turn appoints the subordinate officers subject to the approval of the board.

499. Name five New York State departments or commissions whose heads are appointed by the governor.

Ans. Insurance department, commission in lunacy, prison commission, board of tax commissioners, public service commission.

500. What New York State officers are elected by the people?

Ans. Governor, comptroller, treasurer, attorney-general, secretary of state, state engineer and surveyor.

Outline Biographies of Men and Women Prominent in American History.

EARLY PERIOD.

Christopher Columbus, navigator and explorer, was born in Genoa, 1447; went to sea at 14; early conceived the idea of reaching India by sailing westward; applied for help to John II of Portugal, Henry VII of England, and Duke of Medina Celi, who referred him to Isabella, queen of Castille. Receiving aid from the latter and her husband, King Ferdinand of Spain, he set sail from Spain with three small vessels, reached San Salvador on Friday, Oct. 12, 1492, and thus discovered a new continent; he made three other voyages to the new world. He died in Spain, May 20, 1504.

Ferdinand DeSoto, a famous Spanish explorer, was born in 1500; conducted an expedition from Spain to Florida in 1539 and discovered the Mississippi River. He died in 1542 and was buried in the Mississippi.

Henry Hudson was an English discoverer of whose birth and early history nothing is known. In 1607 he made a voyage in search of the Northwest passage; in 1608 sailed to Nova Zembla and in 1609, in the service of the Dutch East India Company, he sailed in the Half Moon for Davis' Straits, but reached Cape Cod, then went to Chesapeake Bay and later discovered the Hudson River, up which he sailed as far as where Albany now stands. In 1610 he sailed again in an English ship, discovered Hudson's Strait and Hudson's Bay, and was subsequently set adrift by his mutinous crew and perished.

Samuel de Champlain (1567-1635), French explorer and colonizer, was born at Bronage, France, the son of a ship captain; was trained in the prin-

ciples of navigation and cartography; entered the army and served in several campaigns; made many voyages to the New World; explored the territory bordering on the St. Lawrence River and discovered Lake Champlain; founded Quebec; joined the Huron and Algonquin Indians in attacking the Iroquois; wrote excellent accounts of his explorations and of Indian life; died at Quebec, Christmas Day, 1635.

Sir Walter Raleigh, explorer, was born in Sidmouth in 1552; educated at Oxford; became an explorer; won the favor of Queen Elizabeth; explored the eastern coast of the United States; introduced into England potatoes and tobacco; was tried for conspiracy against the king and sentenced to death, but sentence was commuted to life imprisonment; later was released and made an expedition to Orinoco; was finally beheaded under first sentence in 1618.

Capt. John Smith, soldier and adventurer, was born at Willoughby, Lincolnshire, England, in 1580; was apprenticed to a Lynn merchant, but went to France and saw some soldiering under Henry IV. In 1605 he joined an expedition to colonize Virginia; saved from death by Princess Pocahontas, he was elected president of the colony, but returned to England in 1609. During 1610-1617 was again in North Virginia. He died in London, 1631.

John Winthrop, colonial governor of Massachusetts, was born near Groton, Suffolk, England, January 22, 1588; was educated at Trinity College and acquired great influence among the Puritans of England; was chosen governor of the Massachusetts Bay Colony in October, 1629, the following year he came to America; served as governor from 1629-34, 1637-40, 1642-44 and 1646-49; wrote a journal which was later published as the history of New England from 1630 to 1649. He died at Boston, March 26, 1649.

George Calvert (Lord Baltimore), Catholic nobleman and proprietor of Avalon, in Newfoundland, by grant of James I, 1625, petitioned Charles I for a charter for Maryland, which was granted to his son Cecil in 1632. Lord Baltimore, having died two months before, Cecil, the second Lord Baltimore sent out his brother, Leonard Calvert, as governor. Five Lord Baltimores succeeded, and the title became extinct in 1771.

Roger Williams (1600-83), apostle of toleration and founder of Rhode Island, was born in Wales, and educated in the Charterhouse and Pembroke College, Cambridge; became a Puritan and emigrated to New England in 1631; purchased land of the Indians and founded Providence; established the Baptist Church of America; published a "Key Into the Language of America," "Spiritual Life and Health" and other works; he was president of the Rhode Island colony till 1658; refused to persecute the Quakers, but had a famous controversy with them recorded in "George Fox Digged out of His Burrowes."

John Eliot, the Indian Apostle, was born probably at Widford, Herts, England, in 1604. He graduated from Jesus College, Cambridge, in 1622, and after taking orders left England. He landed at Boston in 1631. He preached to the Indians and translated many religious works into their native tongue. He died at Roxbury, May 21, 1690.

William Penn, founder of the colony of Pennsylvania, was born in London, October 14, 1644; he studied at Christ Church, Oxford, and while there became a convert to Quakerism, and later was a leading advocate of the doctrines of that sect. He received a grant of territory comprising the present state of Pennsylvania from King Charles II, and sailed for the new world in September, 1862. He established a colony in Pennsylvania, founded Philadelphia, and instituted a democratic government

where the principle of religious freedom was fully recognized. Penn and his colonists always lived in peace with the Indians. He returned to England, became involved in financial difficulties, was imprisoned, but later was released. He died in Berks, England, July 30, 1718.

REVOLUTIONARY PERIOD.

George Washington was born Feb. 22, 1732, at Bridges Creek, Va. In 1747 he went to Mt. Vernon and read many books. In 1748 Lord Fairfax employed him to survey his property. During this time he learned the use of arms and studied the art of war. Governor Dinwiddie sent Washington as a messenger to the French and after this he headed an expedition to drive out the French. He later resigned, but was placed at the head of the Virginia forces. He married Martha Custis in 1759. He represented his county in the House of Burgesses and acted as vestryman of his parish. He represented Virginia in the first and second Continental Congresses, and at once took a leading part. He was commander-in-chief of the army during the Revolutionary War. When the end of the war came the army desired to make him ruler, but he retired to Mt. Vernon and sought to secure a strong government by constitutional means. In 1787 he presided over the convention of delegates from the twelve states which formulated the Constitution. He was chosen president in 1789 and held the office two terms. He died at Mt. Vernon Dec. 14, 1799.

Benjamin Franklin, printer, editor, scientist, inventor, statesman and diplomat, was born in Boston, Mass., Jan. 17, 1706. He learned the printing trade with his brother in Boston. Later he worked at the trade in Philadelphia and London. In 1729 he established the "Pennsylvania Gazette" and, in 1732, commenced the publication of "Poor Richards Almanac." He made experiments in electricity which

resulted in important discoveries; he also invented the lightning rod and the Franklin stove. In governmental affairs he took an active part and held many important offices. He assisted in the preparation of the Declaration of Independence and during the Revolutionary War, represented the colonies at the court of France. He died at Philadelphia, April 17, 1790.

Samuel Adams, statesman and patriot leader, was born in Boston, Mass., Sept. 27, 1722; was educated at Harvard; engaged in trade and became tax collector of Boston; was a member of the Massachusetts General Court and took an active part in opposing the taxation schemes of England; was a delegate to the Continental Congress and signed the Declaration of Independence; was elected lieutenant-governor and later governor of Massachusetts. He was a cousin of John Adams, second president of the United States. Samuel Adams died in Boston Oct. 2, 1903.

James Otis, lawyer, was born at West Barnstable, Mass., February 5, 1725; became a leader of the Boston bar; was advocate general in 1780; was elected to the Massachusetts assembly in 1761, and was prominent in the resistance to the revenue acts; was savagely beaten by revenue officers in 1769 and lost his reason; he was killed by lightning in 1783. His fame chiefly rests on his pamphlet on the "Rights of the Colonies Asserted."

Patrick Henry, orator, was born in Hanover County, Va., 1736; failed in store-keeping and in farming; turned lawyer in 1760, and first displayed his great eloquence in pleading the cause of the people against an unpopular tax; soon was foremost of American orators; in 1776 he became governor of the New State of Virginia and was four times re-elected. In 1791 he retired from public life and died in 1799.

Robert Morris, financier, was born at Liverpool, England, January 31, 1734; came to Philadelphia at the age of fourteen and entered the counting house of Charles Willig, a rich merchant, whose partner he became in 1754; signed the non-importation agreement of 1765 and opposed the Stamp Act; became a member of the Pennsylvania legislature and a delegate to the Second Continental Congress; signed the Declaration of Independence; was appointed superintendent of finance during the Revolutionary War and raised the money necessary to carry on the war, partly on his own credit; established the Bank of North America in 1781; became a member of the Constitutional Convention in 1787; was offered the position of secretary of the treasury by Washington, but declined and recommended Alexander Hamilton; was elected to the United States Senate and served till 1795; was unfortunate in business speculations and was imprisoned for debt from February 16, 1798, to August 26, 1801; died May 8, 1806.

Marquis de La Fayette (Marie Paul), soldier, was born in Auvergne, France, September 6, 1757, of an ancient family; fell heir to large estates; entered the French army and when captain of dragoons in 1776 determined to join the Revolutionists in North America; fitted out a yacht at his own expense, joined the patriots and served as major-general without pay from 1777-1783. After the Revolutionary War he returned to France, was active politically for more than thirty years and filled several important government positions. He visited the United States in 1824-25 and was everywhere received with honor. He was a lover of freedom and noted for his honesty, courage and ability. He died in Paris, May 20, 1834.

John Adams, statesman and second president of the United States, was born in Braintree, Mass., Oct. 31, 1735; distinguished himself at Harvard; was ad-

mitted to the bar in 1758; settled in Boston in 1768, and soon had a very large practice; led the protest against the Stamp Act in 1765; was a delegate from Massachusetts to the first continental congress; was a member of the committee that framed the Declaration of Independence; was sent to France and to Holland as commissioner from the new republic; was minister to England, 1782-88; became vice-president under Washington, 1789; was re-elected in 1792 and was chosen president in 1796; died at Quincy, Mass., July 4, 1826.

John Hancock, statesman and revolutionary patriot, was born at Braintree, Mass., Jan. 12, 1737; was educated at Harvard; went into business with his uncle; became a member of the General Court and actively opposed the oppressions of the mother country; was president of the Continental Congress, 1775-77, and a signer of the Declaration of Independence; after the war he was twice governor of Massachusetts, 1780-84 and 1787-93. He died at the place of his birth, Oct. 8, 1793.

Philip John Schuyler, general and statesman, was born at Albany, 1733; raised a company and fought at Lake George in the French and Indian War; was a delegate to the Continental Congress of 1775, which appointed him major-general; did valiant service at Saratoga against Burgoyne; was state senator in New York for thirteen years and United States senator one term; died in 1804.

Thomas Paine, religious and political radical, was born in England, Jan. 29, 1737; came to America in 1774; wrote in 1776 his pamphlet "Common Sense," which argued for complete independence; served in the American army and was made secretary to the committee of foreign affairs. In 1785 Congress gave him $3,000 and a farm. In 1787 he returned to England and published his "Rights of Man;" later went to France and became a deputy to the National Convention; was imprisoned by the Robespierre fac-

tion; returned to America in 1802 and died in New York, 1809. His most famous work was "The Age of Reason."

Robert R. Livingston, statesman, was born in New York, Nov. 27, 1746; was admitted to the bar in 1773; was sent to the Continental Congress in 1775 and helped draw up the Declaration of Independence; till 1801 was chancellor of New York State University; helped Fulton to construct his steamer; and introduced into America the merino sheep and the use of sulphate of lime as a manure; died February 26, 1813.

John Jay, statesman and jurist, was born at New York, Dec. 12, 1745; was educated at Kings College (now Columbia University); studied law with Robert R. Livingston; became a member of the first Continental Congress; was appointed minister to Spain in 1778; with Franklin and John Adams, he negotiated peace with Great Britain; became secretary of foreign affairs in 1784 and held this place until the establishment of the new government; was appointed chief justice of the supreme court by Washington; was special commissioner to Great Britain in 1794 and negotiated the treaty that bears his name; later became governor of New York State; died at Bedford, N. Y., 1829.

CRITICAL AND DEVELOPMENT PERIODS.

Thomas Jefferson, statesman and third president of the United States, was born at Shadwell, Va., April 2, 1743; was admitted to the bar in 1767 and practiced with success; was a member of the Continental Congress and wrote the Declaration of Independence; served as minister to France, as secretary of state, vice-president and two terms as president of the United States; was the founder of the Democratic party; died at Monticello, Va., July 4, 1826. During his first term as president the Louisiana territory was purchased.

James Madison, fourth president of the United States, was born at Port Conway, Va., March 16, 1751; was educated at Princeton College; was elected to the Virginia Convention that framed the Constitution of the United States; was appointed secretary of state by Jefferson and succeeded the latter to the presidency; after serving two terms as president he retired to Montpelier, Va., where he died June 28, 1836.

Alexander Hamilton, lawyer and statesman, was born January 11, 1757, in the island of Nevis in the West Indies; served on Washington's staff during the Revolutionary War; became a prominent lawyer in New York; took an active part in the formation of the American Constitution and ably defended it in his contributions to "The Federalist;" became secretary of the treasury under Washington and restored the national credit; founded the United States Bank and established the national funding system; was a recognized leader in the Federalist party; was killed in a duel with Aaron Burr, July 12, 1804.

James Monroe, fifth president of the United States, was born in Westmoreland County, Va., April 28, 1758; was educated at William and Mary College, Va.; served in the Revolutionary War and was wounded at Trenton; was a delegate to Congress, 1783 to 1786, and United States Senator from Virginia, 1790-94; in the latter year he was appointed minister to France where he served two years; was governor of Virginia, 1799-1802; with Morris and Livingston, he negotiated the purchase of Louisiana from France in 1803; was minister to Great Britain, 1803-07; became secretary of state under Madison and was elected to the presidency in 1816; was re-elected in 1820; set forth the famous "Monroe Doctrine" in a message to Congress; died at New York, July 4, 1831.

John Marshall (1755-1835), born in Fauquier County, Va., was studying law when the Revolution began. He served as an officer, 1775-79. In 1781 he settled down to his profession and soon rose to be the head of the Virginia bar. In 1799 he was elected to Congress; in 1800-01 he was secretary of state, and from 1801 he was chief justice of the United States. His decisions are authoritative on constitutional law. He wrote a "Life of Washington."

DeWitt Clinton, lawyer and statesman, was born at Little Britain, Orange Co., N. Y., March 2, 1769; was educated at Columbia College and was admitted to the bar in 1788; became in succession assemblyman, state senator, United States senator and mayor of New York City; became governor of New York State in 1817 and was twice re-elected. He is recognized as the foremost advocate of the construction of the Erie Canal. He died at Albany, N. Y., February 11, 1828.

Joseph Story (1779-1845), born at Marblehead, Mass., graduated at Harvard in 1798, was admitted to the bar in 1801; elected to the state legislature in 1805, and became a leader of the republican party. In 1808 he entered Congress, in 1811-45, was a justice of the supreme court, and also from 1829 law professor at Harvard. His works include "Commentaries on the Constitution of the United States," "The Conflict of Laws," and "Equity Jurisprudence."

Henry Clay, statesman, was born in Hanover County near Richmond, Va., April 12, 1777; studied law, was admitted to the bar and practiced at Lexington, Ky.; became a member of the Kentucky legislature; was elected to the United States Senate in 1806 to fill a temporary vacancy, and the following year was elected speaker of the Kentucky legislature; was again elected to United States Senate in 1809 and became a representative in Congress in 1811; was a representative of the United States in

the negotiation of peace at Ghent after the war of 1812; was secretary of state under John Quincy Adams; was three times nominated by his party for the presidency, but was never elected; died at Washington, D. C., June 29, 1852.

Daniel Webster, orator and statesman, was born at Salisbury, N. H., January 18, 1782; graduated at Dartmouth, 1801; was admitted to the bar in 1805 and practiced law at Portsmouth, N. H., and later at Boston; represented Massachusetts in Congress from 1823-27 and was United States senator, 1827-41; was secretary of state under Fillmore and died holding this post without ever reaching the goal of his ambition—the presidency. His reputation as an orator of the highest rank rests upon his masterly addresses which include an address in 1820, on the two-hundredth anniversary of the landing of the Pilgrims at Plymouth, an address in 1825 at the laying of the cornerstone of the Bunker Hill monument, and an address in 1826, on the fiftieth anniversary of the Declaration of Independence. His eulogy on Jefferson and John Adams, the second Bunker Hill address, an address at Washington in 1851, and his addresses in the senate including his famous reply to R. Y. Hayne won for him international repute. He died in Marshfield, Mass., October 24, 1852.

Andrew Jackson, seventh president of the United States, was born at Waxhaw Settlement, North Carolina, March 15, 1767; suffered privations during his early years; studied law and began to practice his profession at Nashville, Tenn.; was elected a member of Congress in 1796 and later became United States senator; was appointed judge of the supreme court of Tennessee; became an Indian fighter and subdued the Creek warriors in Alabama and Georgia; was appointed major-general during the war of 1812 and won the famous battle of New Orleans, January 8, 1815; in 1817-18 he defeated the Seminoles in Florida, and when the territory was purchased of Spain he was appointed governor. In

1823, Jackson was elected to the United States senate and in 1828 to the presidency. In 1832 he was re-elected. As president he vetoed the bill re-chartering the United States Bank and defeated South Carolina's attempt to nullify Federal statutes. He was a man of iron will and was popularly known as "Old Hickory." He died at the Hermitage, near Nashville, Tenn., June 8, 1845.

John Quincy Adams, sixth president of the United States and son of John Adams, was born at Braintree, Mass., July 11, 1767; was educated at Paris, Leyden and Harvard; subsequently studied law and was admitted to the bar; was appointed minister to the Netherlands in 1794 and later became minister to Germany; was elected to the United States senate in 1801; for three years was professor of rhetoric and literature at Harvard; became minister to Russia and later to Great Britain; was appointed secretary of state by Monroe; was elected president by the House of Representatives after the deadlock of 1824; died at Washington, D. C., Feb. 23, 1848.

Albert Gallatin, financier and statesman, was born at Geneva, Switzerland, Jan. 29, 1761; graduated there in 1779. He went in 1780 to the United States and taught French at Harvard. In 1795, he entered Congress, and in 1801-13 was secretary of the treasury. In 1815-23, he was minister at Paris; in 1826 at London. From 1827 he devoted his time to historical and ethnological researches, writing on finance, politics and the Indian tribes. He died at Astoria, N. Y., Aug. 12, 1849.

John C. Calhoun, a statesman of Irish decent, was born in Abbeville Co., S. C., March 18, 1782; studied at Yale, and became a successful lawyer. In Congress he supported the measures which led to the war of 1822 with Great Britain, and promoted the protective tariff. He was also a strong advocate of the doctrine of "State Rights." In 1817, he joined Monroe's cabinet as secretary of war and did good

work in reorganizing the war department. After this he became vice-president and held the office for two terms. He died at Washington, March 31, 1850.

Zachary Taylor, general and president, was born in Virginia, Sept. 24, 1784; entered the army in 1808 and took part in the war of 1812; was made colonel and in 1836 was sent to Florida where he defeated the Seminoles; was made brigadier-general and in 1840 was placed in command of the army of the southwest; conducted a brilliant campaign during the Mexican War; was elected president of the United States in 1848; died in office, July 9, 1850.

Martin VanBuren, eighth president of the United States, was born at Kinderhook, N. Y., December 5, 1782; studied law in New York City and was admitted to the bar in 1803; entered politics and was elected state senator; later became attorney-general of the state; was elected United States Senator in 1821 and governor of New York State in 1828; was appointed secretary of state by President Jackson; was elected vice-president in 1832 and president in 1836; was again a candidate, but was defeated by General Harrison; died at his birthplace, July 24, 1862.

William Henry Harrison, ninth president of the United States, was born at Berkeley, Va., February 9, 1773; was educated at Hampden-Sidney College; entered the army and served with distinction in Indian wars and the war of 1812; was appointed major-general in the regular army in 1813; was elected state senator of Ohio in 1816 and United States Senator in 1819; ran against VanBuren for the presidency in 1836 and was defeated; ran again in 1840 and was elected by an overwhelming majority; died at Washington, D. C., one month after his inauguration in 1841.

Millard Fillmore, thirteenth president of the United States, was born in Cayuga County, N. Y.,

February 7, 1800; studied law and was admitted to the bar in 1823; entered the state legislature in 1828; served in Congress eight years; became state comptroller in 1847; was elected vice-president in 1848 and on the death of President Taylor became president; was the nominee for the presidency of the Know Nothing party in 1856; died at Buffalo, March 8, 1874.

John Tyler, tenth president of the United States, was born in Charles City Co., Va., March 29, 1790; in 1809 was admitted to the bar. In 1825 he was governor of Virginia, and in December, 1826, United States senator. In 1840 he was elected vice-president. President Harrison died a month after his inauguration and Tyler became president. He gave adhesion to the southern cause and was a member of the Confederate Congress until his death, Jan. 18, 1862.

James Buchanan, fifteenth president of the United States, was born at Stony Batter, near Mercersburg, Penn., April 23, 1791, the son of an immigrant farmer. He was educated at Dickinson College, and in 1812 was admitted to the bar and soon enjoyed a large practice. He served in the state legislature, 1814-16, and in Congress, 1820-31. He was sent in 1832 to negotiate the first commercial treaty with Russia; from 1833 to 1845 was a member of the United States Senate; then secretary of state until the close of Polk's presidency. He was ambassador to England from 1853 to 1856 and in the latter year was elected president. He died at Wheatland, Lancaster, Pa., June 1, 1868.

Winfield Scott, general, was born near Petersburg, Va., June 13, 1786. He was admitted to the bar in 1807, but obtained a commission as artillery captain in 1808. He served in the war of 1812 and was a leading general in the Mexican War in which he won many victories. He retained command of the army until October, 1861. He died at West Point May 29, 1866.

CIVIL WAR PERIOD.

Abraham Lincoln, statesman and sixteenth president of the United States, was born in Harding Co., Kentucky, February 12, 1809; lived on a farm until nineteen years of age; became storekeeper, village postmaster, member of the legislature of Illinois, congressman, and in 1860 was elected president of the United States; managed the affairs of the nation with great wisdom during the Civil War and was re-elected in 1864; was shot April 14th, 1865, and died the next morning. "Lincoln's great work was to restore the dissevered Union, to guide the country safely through the tempestuous scenes of a terrible Civil War, and to rid the land of the blighting curse of slavery."

Stephen A. Douglas was born at Brandon, Vermont, April 23, 1813; became attorney-general of Illinois in 1834; member of the legislature in 1835; secretary of state in 1840, and judge of the supreme court in 1841. He was elected to Congress in 1834-44-46, and to the United States Senate in 1847-52-58. In 1860 he was nominated for the presidency, but was defeated by Lincoln. He died at Chicago, June 3, 1861.

Charles Sumner, American statesman, was born in Boston, January 6, 1811; graduated at Harvard in 1830, and in 1834 was admitted to the bar; he wrote for law journals and lectured on legal topics; he was elected to the national senate in 1851 and held this position for the remainder of his life. Among his many notable addresses was one on the admission of Kansas as a free state, published as the "Barbarism of Slavery." He died at Washington, March 11, 1874.

Andrew Johnson, seventeenth president of the United States, was born at Raleigh, N. C., Dec. 29, 1808; moved to Greenville, Tenn., in 1826; became mayor, state senator, congressman, governor of

Tennessee, United States senator, vice-president and, on the death of Lincoln, president of the United States; was impeached, tried and acquitted; died July 31, 1875.

Ulysses S. Grant, eighteenth president of the United States, was born at Point Pleasant, Ohio, 1822; was educated at West Point; took an active part in the Mexican War and was appointed captain; became a farmer near St. Louis, Mo.; won great distinction during the Civil War for victories at Fort Donelson and Vicksburg and was promoted to the supreme command of the Union forces; won the campaign against Lee, which terminated the war; was elected president in 1868 and again in 1872; on retiring from the presidency, in 1877, made a tour around the world and was every where received with high honor; died at Mt. McGregor near Saratoga, July 23, 1885.

William T. Sherman, general, was born at Lancaster, Ohio, Feb. 8, 1820; graduated at West Point in 1840; served in Seminole War in Florida and in the Mexican War in California; became a banker in San Francisco and when the Civil War commenced was head of the Louisiana Military Academy; became major-general during the Civil War and commanded the Union army on the famous "march to the sea," and at several engagements of importance; became general of the army in 1869; died in New York February 14, 1891.

Philip Henry Sheridan, general, was born in Albany, N. Y., 1831; was educated at West Point; did valiant service for the Union during the Civil War; became general-in-chief of the United States army in 1883; died at Nonquitt, Mass., August 5, 1888.

David G. Farragut, admiral, was born at Campbell's Station near Knoxville, Tenn., July 5, 1801; entered the navy as a midshipman in 1810; served in the navy in the War of 1812 and in the Mexican

War; in 1861 was put in command of the West Gulf blockading squadron; fought many successful naval engagements during the Civil War; was made rear-admiral in 1862; vice-admiral in 1864 and admiral in 1866; died at Portsmouth, N. H., August 14, 1870.

Robert E. Lee, general, was born January 19, 1807; graduated from West Point; was chief engineer in the Mexican War; was commander-in-chief of the Confederate forces in Virginia and did masterly service for the South during the Civil War; became president of the Washington and Lee University at the close of the war; died October 12, 1870.

Alexander H. Stephens (1812-83), was born near Crawfordsville, Ga.; was admitted to the bar in 1834, and sat in Congress 1843-59. He became vice-president of the Confederate States in 1861, but went back to Congress in 1874. In 1882 he was elected governor of Georgia. He wrote an excellent history of the United States. He died at Atlanta, Ga., March 4, 1883.

Horace Greeley, journalist, born on a farm at Amherst, N. H., Feb. 3, 1811. He worked in a printing office and later as a journeyman printer. In 1834 he started the "Weekly New Yorker." He later started the "New York Tribune" and was its editor for many years. In 1848 he was elected to Congress and in 1872 was an unsuccessful candidate for the presidency. He was the author of "The American Conflict," a history of the Civil War. He died in New York, November 29, 1872.

William H. Seward, statesman, was born at Florida, N. Y., May 16, 1801; was educated at Union College, Schenectady, N. Y.; was admitted to the bar and began practice at Auburn, N. Y.; was elected state senator in 1830 and governor in 1837 and again in 1840; was chosen United States senator in 1849; became secretary of state under Lincoln; was

severely wounded by an accomplice of John Wilkes Booth at the time of the assassination of Lincoln; died at Auburn, N. Y., October 10, 1872.

Harriet Beecher Stowe, author of Uncle Tom's Cabin, was born in Litchfield, Conn., June 14, 1811; joined her sister in her school at Hartford and afterwards helped her to establish a school in Cincinnati, Ohio. In 1836 she married Rev. C. E. Stowe, a professor in Lane Seminary, with whom she moved to New Brunswick, Me., and later she issued her first work, "The Mayflower." In 1851 she wrote "Uncle Tom's Cabin," and later "Sunny Memories of Foreign Lands," "Dred," "The Minister's Wooing" and "Oldtown Folks." She died at Hartford, Conn., July 1, 1896.

Wendell Phillips, orator and abolitionist, was born at Boston, Mass., November 29, 1811; was educated at Harvard University; was admitted to the bar, but soon left his profession for the lecture platform; was a brilliant advocate of the abolition of slavery, women suffrage, prohibition and labor reforms; died at Boston, February 2, 1884.

William Lloyd Garrison, journalist and abolitionist, was born at Newburyport, Mass., December 12, 1805. He was a printer for the Newburyport Herald and later became its editor; was joint-editor of the "Genius of Universal Emancipation," published in Baltimore. He delivered lectures and in 1831 started the "Liberator," an abolitionist paper, which led to the establishment of the New England Anti-Slavery Society. He traveled abroad in 1833 and on his return organized the American Anti-Slavery Society of which he became president. He died in New York, May 24, 1879.

LATE PERIOD.

Edward Everett, statesman, author and orator, was born at Dorchester, Mass., April 11, 1794; was educated at Harvard; became pastor of a Unitarian church at Cambridge in 1814; was appointed Eliot professor of Greek in Harvard in 1815; spent four years in Europe in preparation for his college work; became editor of the North American Review; was member of Congress from 1824-35; resigned to become governor of Massachusetts; was appointed United States minister to England in 1841; became secretary of state in Fillmore's Cabinet in 1852 and the following year entered the United States Senate; delivered a great many famous orations; died at Boston January 15, 1865.

Rutherford B. Hayes, nineteenth president of the United States, was born at Delaware, Ohio, October 4, 1822; was educated at Kenyon College and studied law at Harvard University; became city solicitor of Cincinnati; entered the Federal army as major of an Ohio regiment and served in many engagements; was promoted during the war to the rank of brevet major-general; was elected to Congress in 1865, but resigned to become governor of Ohio; was twice re-elected governor and in 1876 was elected president; died at Fremont, Ohio, January 17, 1893.

Samuel J. Tilden, lawyer and statesman, was born at Lebanon, N. Y., February 9, 1814; was educated at Yale University and at New York University; became an active opponent of the New York Tweed Ring; was elected governor in 1874; was the democratic candidate for the presidency in 1876 and received a popular majority of 250,000, although the electoral commission by a vote of eight to seven declared his opponent, Mr. Hayes, elected. Tilden died near Yonkers, N. Y., August 4, 1886.

James A. Garfield, statesman, educator and twentieth president of the United States, was born at

Orange, Ohio, November 19, 1831; was educated at Hiram College, Ohio, and at William's College, Mass.; became president of the former institution in 1857; entered the Federal army as lieutenant-colonel of an Ohio regiment in 1861 and after serving with distinction in many engagements received a major-general's commission in 1863; was elected to Congress in the latter year and served several terms; became president in March, 1881, and in July of the same year was shot by a disappointed office seeker named Guiteau. Died at Elberon, N. J., September 19, 1881.

Theodore Parker, (1810-60), American preacher, was born at Lexington, Mass.; graduated at Harvard in 1836 and settled as a Unitarian minister at West Roxbury, now in Boston. From 1844 he preached to a congregation of over three thousand besides incessantly writing on social and theological questions. He lectured throughout the States, but his health broke down and he died in Florence.

Horace Mann, educator, was born at Franklin, Mass.; graduated at Brown University in 1819, and, having become a lawyer, was elected to the Massachusetts legislature in 1827, and was president of the state senate. After editing the revised state statutes he was for eleven years secretary of the state board of education. In 1848 he was elected to Congress and from 1853 was president of Antioch College in Ohio. (1796-1859.)

Henry Ward Beecher was born at Litchfield, Conn., June 24, 1813; graduated at Amherst College, Mass.; preached for eight years at Indianapolis; in 1847 became the first minister of Plymouth Church in Brooklyn, N. Y., and practically ignoring formal creeds, preached what he held to be the gospel of Christ, contended for temperance, and denounced slavery to an immense congregation. He favored the free-soil party in 1852, and the republican candidates in 1856 and 1860; on the breaking out of the

Civil War, his church raised and equipped a volunteer regiment; wrote for the "Independent," and after 1870 edited "The Christian Union;" repeatedly visited Europe and lectured in Britain; died March 8, 1887.

Carl Schurz, statesman and reformer, was born near Cologne, Germany, March 2, 1829; joined the revolutionary movement of 1849 and in 1852 went to the United States, where he engaged in politics, lectured and practiced law. In 1877 he was made secretary of the interior, and from 1880 to 1884 was again an editor. He took a leading part in the movement for civil service reform. He died in New York, May 14, 1906.

Roscoe Conkling, statesman and jurist, was born at Albany, N. Y., October 30, 1829; studied law at Utica, N. Y.; was admitted to the bar and soon attained prominence in his profession; became mayor of Utica in 1858; entered Congress in 1859; was re-elected in 1864; was elected United States senator in 1867; was recognized leader of the Republican party in New York State for several years; died at New York, April 18, 1888.

John Sherman, statesman, was born in Lancaster, Ohio, on May 10, 1823; worked for a time with an engineering party and then studied law; was elected to Congress in 1855 and was twice re-elected; was elected to the United States senate in 1861 and for many years was chairman of the committee on finance; was secretary of the treasury under Hayes and secretary of state under McKinley; died at Washington, D. C., Oct. 22, 1900.

George William Curtis, author, publicist and orator, was born at Providence, R. I., February 24, 1824; attended school at Jamaica Plain, Mass.; removed to New York and engaged in mercantile pursuits; became a member of the "Brook Farm Community;" spent several years traveling in Germany, Italy, Syria, Egypt; became one of the editors of Putnam's

Monthly and later of Harper's Weekly; contributed to Harper's Monthly papers known as "The Editor's Easy Chair;" was an earnest advocate of civil service reform; wrote "Potiphar Papers," "Prue and I," and other works; died on Staten Island, N. Y., August 31, 1892.

James G. Blaine, statesman, was born at West Brownsville, Pa., January 31, 1830; was educated at Washington College; removed to Maine and became editor of the Portland "Advertiser" and the Kennebec "Journal;" became member of the Maine legislature for three years; served as representative in Congress from 1862-1876, in the latter year was elected United States senator; became secretary of state under Garfield and was the Republican nominee for the presidency in 1884; wrote a valuable history of his political career entitled "Twenty Years in Congress;" died at Washington, D. C., January 27, 1893.

Benjamin Harrison, statesman and twenty-third president of the United States, was born at North Bend, Ohio, August 20, 1833; was educated at Miami University and entered the legal profession; served in the Civil War from 1862-65 and became a brigadier-general; represented Indiana in the United States senate from 1881-1887, became president in 1889; was re-nominated in 1892 and was beaten by Cleveland. Died at Indianapolis, Ind., March 3, 1901.

Grover Cleveland, the twenty-second president of the United States, was born at Caldwell, N. J., March 18, 1837, the son of a Presbyterian minister; was admited to the bar in 1859 and practiced at Buffalo; was elected mayor of Buffalo and later governor of New York State by a large majority; was chosen president of the United States in 1884 and 1892. He died at Princeton, N. J., June 24, 1908.

Henry M. Stanley (original name, John Rowlands), African explorer, was born in Denbigh, Wales, in

1841; worked his way to New Orleans as cabin boy; served in the Confederate army; contributed to several journals; in 1867 began his work for the New York Herald; was sent abroad to find Livingstone and found him on the 10th of November; his book on "How I Found Livingstone," was very popular; took part in the Congo-Congress in Berlin in 1884-85, and lectured on his African work. His other works are "My Kalulu," "Comassie and Magdala," "The Congo," "My Early Travels in America and Asia," "In Darkest Africa." He died at London, May 10, 1904.

William McKinley, statesman and twenty-fifth president of the United States; was born at Niles, Ohio, January 29, 1843; attended Alleghany college; entered the army in 1861 as a private and served during the entire war; was promoted to the rank of brevet-major; after leaving the army he studied law and in 1867 began practice in Canton, Ohio; served several terms in Congress; was elected governor of Ohio in 1891 and re-elected in 1893; was elected president in 1896 and re-elected in 1900; was shot by an assassin at the Pan-American Exposition at Buffalo, N. Y., and died in that city September 14th, 1901.

Henry George was born in Philadelphia September 2, 1839, went to sea and in 1858 arrived in California, where he became a printer. He conducted several papers and took an active interest in public questions; wrote "Progress and Poverty" and advocated the single tax doctrine. He died in New York in 1897.

John Hay, statesman, diplomat, poet and prose-writer, was born at Salem, Ind., Oct. 8, 1831; graduated at Brown University, 1858; after admission to the bar became private secretary to President Lincoln; became first assistant secretary of state in 1879, ambassador to England in 1897 and secretary

of state in 1898. He wrote "Castilian Days," "Pike County Ballads," "Life of Lincoln," and many other works. He died at Lake Sunapee, N. Y., July 1, 1905.

Theodore Roosevelt, statesman and twenty-sixth president of the United States, was born at New York, October 27, 1858; was educated at Harvard University; was elected to the New York assembly in 1882; was an unsuccessful candidate for mayor of New York in 1886; was appointed a member of the United States Civil Service Commission by President Harrison; became president of the board of police commissioners in New York in 1895; was appointed assistant secretary of the navy in 1897 and became colonel of a regiment in the Spanish-American War; was elected governor of New York in 1898, vice-president of the United States in 1900; became president on the death of McKinley, September 14, 1901; was re-elected to the presidency in 1904; has written several important works including "The Winning of the West," "Oliver Cromwell" and "American Political Ideals."

William Jennings Bryan, statesman and orator, was born at Salem, Ill., March 19, 1860; was educated at Illinois College; removed to Lincoln, Nebraska; was elected to Congress; was nominated by the Democratic party for president in 1896, 1900 and 1908; has traveled extensively and is regarded as one of the foremost orators of the day.

Andrew Carnegie, iron-master, financier and philanthropist, was born the 25th of November, 1835, in Dunfermline, Scotland, whence his father, a weaver, emigrated in 1847 to Pittsburg, Penn.; became telegrapher and railway clerk; speculated luckily in oil and then established a rolling mill from which has grown up the largest system of iron and steel works in America. He has made large gifts to libraries and colleges and founded the Carnegie Institute.

Charles W. Eliot, educator, was born in Boston, March 20, 1834; became president of Harvard University in 1869; conducted the affairs of the institution with great ability for forty years and resigned in 1909. He has been for many years a prominent educational leader.

LEADERS IN AMERICAN LITERATURE AND SCIENCE.

Ralph Waldo Emerson, poet and essayist, was born in Boston of a long line of ministers, May 25, 1803. He graduated at Harvard in 1821, and after teaching in different places, became, in 1829, pastor of the Second Church in Boston. He later resigned and devoted his time to writing and lecturing. His essays include "Self Reliance," "Representative Men," "Nature" and many others. He died at Concord, Mass., April 27, 1882.

Henry W. Longfellow, poet and novelist, was born at Portland, Me., 1807; was educated at Bowdoin College; traveled in Europe; became professor of modern languages at Bowdoin and later at Harvard; wrote "Evangeline," "Hiawatha," "Courtship of Miles Standish," and many short poems, also the descriptive novels, "Outre Mer" and "Hyperion;" died in Cambridge, Mass., 1882. He is the most popular of the American poets and his birthday is observed in many of the schools.

William Cullen Bryant, poet and journalist, was born at Cummington, Mass., November 3, 1794. At thirteen he published "The Embargo," a satirical poem, and at eighteen, "Thanatopsis." He studied law and was admitted to the bar, but continued to contribute verse and prose to the North American Review. In 1825 he became editor of the New York Review and when it failed, assistant editor of the Evening Post, and in 1829, editor-in-chief. At seventy-two he commenced a blank-verse translation of Homer. He died at New York, June 12, 1878.

John Greenleaf Whittier, Quaker poet, was born near Haverhill, Mass., December 17, 1807, the son of a poor farmer; he obtained an education with difficulty. In 1829 he undertook the editorship of the "American Manufacturer," in 1830, of the "New England Weekly Review." He wrote many poems including "Snow Bound," "The Eternal Goodness," "The Barefoot Boy" and poems on slavery. He died September 7, 1892.

James R. Lowell, diplomat, poet and critic, was born in Cambridge, Mass., February 22, 1819; was educated at Harvard; became professor of modern languages and literature in Harvard; edited for a time the Atlantic Monthly and the North American Review; was appointed minister to Spain and was later transferred to Great Britain; wrote "The Biglow Papers," "The Vision of Sir Launfal," "My Study Windows" and "Among My Books," besides short poems, essays and magazine articles; died at Cambridge, Aug. 12, 1891.

Asa Gray, botanist, was born at Paris, New York, November 18, 1810, took his M. D. in 1831, but relinquished medicine for botany and in 1842-73 was professor of natural history at Harvard, becoming meanwhile a strong Darwinian. He wrote several books on botany. He died at Cambridge, Mass., January 30, 1888.

Oliver Wendell Holmes, physician, poet, novelist and essayist, was born in Cambridge, Mass., 1809; was educated at Harvard College; became professor of anatomy and physiology at Dartmouth College and later at Harvard; wrote "The Autocrat of the Breakfast Table," "Elsie Venner," "The Guardian Angel," and many poems. Died at Boston, 1894.

Walt Whitman, poet, was born May 31, 1819, at West Hills, Long Island, N. Y.; served in lawyers', doctors' and printers' offices; later was a teacher;

in 1846, became editor of the Brooklyn Eagle; he wrote "Leaves of Grass" and "Specimen Days and Collect;" during the Civil War he went South and became a nurse in the army; died at Camden, N. J., March 27, 1892.

Thomas Bailey Aldrich, poet and novelist, was born at Portsmouth, N. H., November 11, 1836. While engaged in a New York counting house, he began to contribute verse to the newspapers, and soon after the publication of "The Bells," adopted journalism as a profession. From 1881-90, he was editor of the Atlantic Monthly. He died at Boston, March 19, 1907.

Thomas Wentworth Higginson, essayist, was born at Cambridge, Mass., December 22, 1823; was ordained to the ministry, from which he retired in 1858; was active in the anti-slavery agitation. In the Civil War he lead the first regiment raised from among former slaves; in 1880-81, he was a member of the Massachusetts legislature. He wrote histories of the United States, "Outdoor Papers," "Army Life in a Black Regiment," "Oldport Days" and other works. He died at Cambridge, Mass., May 9, 1911.

Nathaniel Hawthorne, story-writer and novelist, was born at Salem, Mass., 1804; was educated at Bowdoin College; wrote "Twice Told Tales," "Scarlet Letter," "Mosses from an Old Manse" and many other stories, novels and romances. Died at Plymouth, N. H., 1864.

William D. Howells, essayist and novelist, was born at Martins Ferry, O., March 1, 1837. His family was of Welsh Quaker origin, and he himself was brought up a Swedenborgian. His first writing was for the "Cincinnati Gazette" and the "Columbus State Journal." His book on the life of Lincoln procured for him the post of consul at Venice, where he wrote the papers collected in "Venetian Life."

After his return he wrote for the New York papers and edited the Atlantic Monthly, 1872-1881. His short stories are very popular.

Joseph E. Worcester (1784-1865), lexicographer, was born at Bedford, N. H.; taught at Salem, Mass., and then became an author. All his works were laborious—gazetteers, manuals of geography and histories. He edited "Chalmers Abridgement of Todd's Johnson's Dictionary," with "Walker's Pronouncing Dictionary," printed his own "English Dictionary," Critical Dictionary and great quarto "Dictionary of the English Language."

Bayard Taylor, poet and traveler, was born in Chester County, Penn., Jan. 11, 1825; was apprenticed to a printer; wrote a volume of poems; visited Europe; published "Views Afoot" and obtained a post on the New York Tribune; as its correspondent, he traveled and wrote "El Dorado," "Central Africa" and "Land of the Saracen," and "Visit to India, China and Japan." Later came "Northern Travel and Greece and Russia." His poetical works include "Rhymes of Travel," "Poems of the Orient" and others. In 1878 he became ambassador to Berlin, where he died Dec. 19 of the same year.

Edgar Allen Poe, poet, was born at Boston, Mass., 1809; was adopted by a wealthy merchant when three years of age; entered the University of Virginia, became dissipated and remained but one year; entered the United States army and became sergeant-major; entered West Point Military Academy, but was dismissed for neglect of duty; wrote many weird stories and melodious poems including "The Gold Bug," "The Narrative of Arthur Gordon Pym," "The Bells" and "The Raven;" died in wretchedness in Baltimore, 1849.

Edward Everett Hale, preacher and writer, was born in Boston, Mass., April 3, 1822. In 1856 he was called to a Unitarian church in Boston. His in-

fluence in philanthropic movements has been widespread. Dr. Hale has edited religious and other journals and his books number over fifty. He died in Roxbury, Mass., June 10, 1909.

Washington Irving, essayist and historian, was born in New York in 1783; studied law and was admitted to the bar in 1806; traveled extensively in Europe and wrote books and sketches on interesting topics. His principal works were the "Sketch Book," "A History of New York by Diedrick Knickerbocker," "Life of Columbus," "Mahomet and His Successors." He died at "Sunnyside," 1859, and was buried in "Sleepy Hollow," Tarrytown.

Louisa May Alcott, daughter of the pedlar-educationist, Amos Bronson Alcott, was born at Germantown, Philadelphia, 1832, and died at Concord, 1888. Her greatest success, "Little Women," was one of twenty-eight works.

James Fenimore Cooper, novelist, was born at Burlington, N. J., Sept. 15, 1789. His father was a wealthy Quaker. Cooper entered Yale in 1803 and was expelled during his third year. In 1806 he enlisted as a common sailor and in 1808 entered the navy as a midshipman. He rose to the rank of lieutenant, but resigned his commission and married Susan, a sister of Bishop DeLancy of New York. He wrote the "Leather Stocking Tales" and many novels. He died at Cooperstown, Sept. 14, 1851.

Samuel L. Clemens was born at Florida, Mo., Nov. 30, 1835. A printer first, and afterwards a Mississippi pilot he adopted his pseudonym from a well known call of the man sounding the river in shallow places. After the outbreak of the war of 1861-65, he went to Nevada where he tried silver-mining; next edited for two years the Virginia City Enterprise to which he had previously contributed; in 1864 he moved to San Francisco and lectured with success there and in New York. In 1867, with a

pleasure party, he visited France, Italy and Palestine, gathering material for his "Innocents Abroad," which established his reputation as a humorist. He was later an editor at Buffalo, N. Y., where he married Miss Langdon, a lady of wealth; moved to Hartford, Conn.; wrote many books, including "Tom Sawyer," "Huckleberry Finn," "Recollections of Joan of Arc" and "Life on the Mississippi;" died at Redding, Conn., April 2, 1910.

George Bancroft, historian and diplomat, was born at Worcester, Mass., Oct. 3, 1800; graduated from Harvard with high honors in 1817, and then studied in Germany; returning to America in 1822, he served a year as Greek tutor in Harvard, when he and Dr. Cogswell, a fellow tutor, established the Round Hill School at Northampton, Mass., with which Bancroft was associated until 1830; wrote a volume of poems and a comprehensive history of the United States; was secretary of the navy under Polk in 1845 and minister to England in 1846-49; later was minister to Germany; died at Washington, Jan. 17, 1891.

John Lothrop Motley, historian, was born in Dorchester, Mass., April 15, 1814, and studied at Harvard and several German universities. In 1839 he published "Mortons Hope," a historical novel. Fully ten years were spent on his "History of the Dutch Republic," which established his fame. His letters to the "Times" on the Civil War were probably the most important of all the efforts made by Americans to enlighten the British public upon the issues involved. He died in England May 29, 1877.

William E. Channing, preacher and writer, was born April 7, 1780, at Newport, Rhode Island. He graduated at Harvard in 1798 and in 1803 was ordained minister of a congregational church in Boston. Later he became a leader of the Unitarian church and his sermons became famous for their fervor, solemnity and beauty. His principal writ-

ings included his sermons, addresses and essays. Among the latter are his "Essay on National Literature" and "Remarks on Milton." He died October 2, 1842, at Bennington, Vt.

Noah Webster, lexicographer, was born in Hartford, Conn., Oct. 16, 1758; graduated at Yale in 1778, and after teaching a time was admitted to the bar in 1781; resumed teaching and made a great hit with a spelling book. Political articles and pamphlets, lecturing, a few years' practice of law, and journalism at New York occupied him till 1798, when he retired to a life of literary labor at New Haven. He published an English grammar and the famous "American Dictionary of the English Language." He died May 28, 1843.

Simon Newcomb, astronomer, was born at Wallace, Nova Scotia, March 12, 1835; graduated in 1858 from Harvard and in 1861 became professor of mathematics in the United States navy. In 1884 he became professor of mathematics and astronomy in the John Hopkins University. His writings embrace over a hundred papers and memoirs. He died at Washington, D. C., July 11, 1909.

John Burroughs, born at Roxbury, N. Y., April 3, 1837, was brought up on a farm. After some years of teaching, journalism and clerking in the treasury department at Washington, he settled down in 1874 on a farm in New York to devote his time to literature, fruit-culture and periodic work as a bank examiner. His books mostly deal with country life.

Booker T. Washington, educator, was born a slave near Hale's Ford, Va., about the year 1856; was educated in Hampton Institute; became a teacher in the institution after completing the course as a student; became head of an institution at Tuskegee, Alabama, in 1881 which, under his administration, has developed into a great industrial institute. Mr. Washington has made notable public speeches and

has written his autobiography and other works. He is considered the foremost negro educator in America.

John James Audubon, ornithologist, was born near New Orleans, Louisiana, May 4, 1780; studied painting under David at Nantes, France; settled in Pennsylvania and later lived in Kentucky and Missouri; painted portraits and colored designs of birds; gave exhibitions of his pictures of birds in England and Scotland with success; published his famous "Birds of America," 1830-39; died January 27, 1851.

Jean L. R. Agassiz, naturalist, was born at Motier, in the canton of Fribourg, Switzerland, May 28, 1807, and studied at Bienne, Lausanne, Zurich Heidelberg and Munich; graduated in medicine in 1830; worked in Paris, and in 1832 accepted a professorship at Neuchatel; lectured 1846-48 in the United States and in 1848 was elected to the chair of natural history in Harvard; published several important works on fishes and natural history; died at Cambridge, Mass., December 14, 1873.

AMERICAN INVENTORS.

Robert Fulton, engineer and inventor, was born 1765 at Little Britain, Pa.; when old enough was apprenticed to a jeweler in Philadelphia, while thus engaged took up painting and later applied himself wholly to mechanics; made several inventions and in 1803, when United States minister at Paris, constructed a small steamboat and his experiments with it on the Seine were attended with great success; returned to New York in 1806 and in 1807 launched the first steam vessel upon the Hudson and made a successful trip to Albany. He died in 1815.

Eli Whitney, inventor, was born at Westborough, Mass., in 1765; was educated at Yale, went to Georgia as a teacher, but finding a patron in the

widow of General Greene, resided on her estate and studied. Cotton had then to be separated by hand and Whitney set to work to make a cotton-gin. His ideas were stolen and in defending his rights, he became bankrupt. In 1798 he got a government contract for the manufacture of firearms, and made a fortune by this business, carried on at Whitneyville, Conn. He died at New Haven in 1825.

Samuel F. B. Morse, inventor and artist, was born at Charlestown, Mass., April 27, 1791; graduated from Yale College; studied painting in England, was president of the National Academy of Design from 1826 to 1842 and became professor of the arts of design in the University of New York in 1835. He invented the magnetic telegraph and constructed the first telegraph line from New York to Baltimore in 1844. He also made the first daguerrotype apparatus in America. He died at New York, April 2, 1872.

Joseph Henry, physicist and inventor, was born at Albany, N. Y., 1797; became instructor in mathematics there in 1826, professor of natural philosophy at Princeton in 1832, and first secretary of the Smithsonian Institution in 1846. With Henry's name are associated discoveries in electro-magnetism, electrical induction, meteorology and acoustics. He died in 1878.

Cyrus H. McCormick, inventor of the McCormick reaping machine, was born at Walnut Grove, W. Va., February 15, 1809; moved to Chicago in 1847; engaged in the manufacture of his reaping machines and amassed a large fortune. In 1859 he liberally endowed the Presbyterian Theological Seminary at Chicago, which bears his name. He organized the well known McCormick Harvesting Machine Company. He died at Chicago, May 13, 1884.

Cyrus W. Field was born at Stockbridge, Mass., in 1819; became a clerk in New York, and soon had a prosperous business of his own; organized in 1854, the New York, Newfoundland and London Tele-

graphic Company and in 1856, the Atlantic Telegraph Company, which successfully laid the first cable connecting the old and new worlds in 1858; in 1871 he organized the company which undertook to lay a cable across the Pacific Ocean; later was actively identified with rapid transit and elevated railway interests in New York City. He died in New York City, July 12, 1892.

Elias Howe, inventor of the sewing machine, was born at Spencer, Mass., July 9, 1819; worked at Lowell and Boston as a mechanic; invented and patented the sewing machine at the latter place in 1846; made an unsuccessful visit to England to introduce his invention. Although harassed by poverty, he entered on a seven years' war of litigation to protect his rights and was finally successful. During the Civil War he served as a private. He died October 3, 1867.

Alexander Graham Bell, inventor and founder of the Bell Telephone Company, was born in Scotland, 1847; was trained in the specialty of his father and grandfather—the curing of defective speech; came to the United States in 1872, and became professor of vocal physiology in Boston University; in 1876 he perfected his discovery of the speaking telephone, the success of which has since been established.

Thomas A. Edison, inventor and electrician, was born in Milan, Ohio, February 11, 1847; had few educational advantages in childhood, but by wide reading and close observation became well informed. Before he was twelve years old he served as train-boy on the Grand Trunk R. R. and soon became an expert telegraph operator. He investigated the mysteries of the telegraph, and became an authority on the subject. He then turned his attention to invention. His first invention was a stock indicator or telegraph. More than three hundred patents for his inventions have followed. The quadruplex telegraph, electric light and phonograph are some of his important inventions.

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